

# THE SCHOOL JOURNAL.

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"Flower in the crannied wall,  
I pluck you out of the crannies;  
Hold you here, root and all, in my hand,  
Little flower—but if I could understand  
What you are, root and all, and all in all,  
I should know what God and man is."

WHENEVER a school board is induced to modify to any degree a well-established course of study, a great hue and cry is made by those who try to convince themselves that the old is good enough. An example of this is afforded by the recent action of the Boston school committee in deciding that "the study of so-called arithmetic covers much ground which does not come within the proper scope of arithmetic." This conclusion was reached through the earnest advocacy of General Francis A. Walker, one of the most far-seeing and progressive educational thinkers in our country. He has discovered that much that passes under the name of arithmetic is not arithmetic at all, but logic, and unsuited to the mental condition of the pupils at the time they are required to study it,—"difficult beyond the best conditions of mental discipline."

THOUSANDS of teachers will declare that Gen. Walker is wrong, that his work in a technical school has unfitted him to be a good judge of what

the public school needs, and that the Boston school board has been misled by his enthusiasm. But we do not forget that the ancestors of these thousands ridiculed Pestalozzi and Froebel, condemned Emile, and laughed at Didactica Magna. The fathers of this board suppressed the moderate Horace Mann, and these very men scorned Col. Parker until public opinion compelled them to recognize his worth by electing him to an official place in their schools.

THE WORLD does move, and in the right direction, too. The sun of progress has only passed its winter solstice, and each succeeding year is certain to have more light. The spring is hastening to its vernal equinox, and soon thereafter shall appear the ripening fruit of a bountiful harvest. Let us take courage, for ancient humbugs will soon be banished, and among them will disappear analytical grammar in the lower classes, and logical reasoning in the primary grades.

TEACHERS who ignore educational associations are not the teachers out of which a profession can be organized. Without town, county, state, and national associations we cannot even get as far advanced in the work of organization as the wild Indians. The teacher who thinks there is nothing better than a course of study, well followed, a superintendent well obeyed, and a good salary promptly paid, has no occasion to associate. He sees in a state and national organization nothing but the educational hay, wood, and stubble of dry essays, dreary debates, rousing excursions, and a good time. He prefers his good time in another way. He hasn't a particle of professional pride. "How can I help myself to a better place?" is his heart's deepest cry. Thus we separate the teachers who go, from those who stay; nor do we think we have spoken too severely.

NOW is the time for the reading of the stereotype eloquence of young graduates, who are again saying what has a thousand times been said: "Friends, schoolmates, companions—we must part. For years we have been drinking at the fountain of knowledge, and journeying hand in hand through the fields of learning. Happy years gone, never to return! To-day we separate; to-day we launch our boats on the great, wide sea of life to drift—we know not whither. While our hearts are heavy and our eyes tear-dimmed, we—" Programs this year contain just what programs of other years have contained—"Yesterday, To-day, and To-morrow," "Life's Failures," "Lights Ahead," "Philosophy vs. Rationalism," "Which, When, and Why," "The Influence of Metaphysics on Society," "The Sovereignty of Change," "Look Aloft," "The Mirage of Life," "Our Country's Perils," "Anarchical Tendencies of Modern Civilization." A reporter recently overheard a conversation in a waiting room of a high school on a commencement occasion. He published the following:

"I got nineteen bouquets."  
"Didn't it go off lovely?"  
"Did my train hang all right?"  
"How did I do, anyhow?"  
"I was scared nearly to death."  
"I was so worried about my hair."  
"Did my sash ends hang right?"  
"You did splendidly."  
"So did you."  
"Your essay was just grand!"  
"How lovely of you to say so!"  
"Everything was just perfect!"  
"I thought I'd die when my name was called. But I remembered that my dress cost ninety dollars and that helped me out."  
"I'm afraid that not half the audience knew that the flounce on my train was real lace."

"I'm dying to see what the papers say!"  
"It'll be perfectly horrid if they don't describe the costumes!"

Is this a libel, an exaggeration, or the truth? We leave our readers to find out for themselves.

A normal school is usually a mixed boys' and girls' academy, or a young ladies' seminary. A state normal school is a mixed, academy, graded school and training school; but a training school, pure and simple, is just what its name imports,—a place where the science and art of teaching only is considered, in which none are received who have not the knowledge necessary in order to study its application to school-room work. Hundreds enter our state normals who have received little more instruction than our rural district schools usually teach, but the amount, quality, and method of professional training vary in our state normal schools. In New England, model or practicing schools are not usually found in normal schools. The lecture method is popular, and observation of good teaching encouraged. New York normals, as well as those in Minnesota, Wisconsin, California, and Pennsylvania have training-school attachments, in which pupils are required to teach a certain number of weeks during their course. Pure training schools are not common in this country, but excellent ones are found in New Haven and Boston. In these the sole work is the education of young men and women to become professional teachers. Pennsylvania state normals do as little training work, and as much academic drill as any similar schools in this country. They are excellent institutions, and as academies have no superiors in the country, but as training schools, they certainly rank below similar ones in New York, and much below the city training schools of New Haven and Boston.

New York normal schools are more liberally supported than any similar institutions in our country. If the state of Pennsylvania should give each of her normal schools twenty thousand dollars annually, and make them professional training schools, and also give twenty thousand dollars annually to eight or ten good academies, whose graduates should be admitted without examination into her normal schools, she would be doing a work which would place her among the very first of the educational states of the Union. This time will surely come for the enterprise of the Keystone state. Pennsylvania is as able to give her schools each twenty thousand dollars annually as is New York, and her thorough-going men, among whom are many who have for years been recognized as foremost among educational thinkers and workers, are able, if they should unite their forces to secure a half a million of dollars annually, in aid of her academies and training schools.

FORCING processes are good if the forcing is in accordance with nature; but, if contrary to nature they are bad. Precocity in children should be carefully restrained and directed. It is not uncommon to force smart pupils to the front, and make them exhibit their smartness before an audience. Recently a little girl, Bijou Fernandez, gave a rehearsal of a little play in one of the theatres of this city. This child is clever and interesting, and naturally she is dear to her guardians, who apparently believe that she is possessed of extraordinary dramatic talent. She proved to have flexibility of movement, fluency of expression, and a certain piquant archness of temperament and manner; but this does not prove that she will ever be a great actress. On the other hand, if her vanity is stimulated and she becomes convinced of assured success, she is certain to fail. It is easy to prevent success by making an exhibition of precocious development.



## THE GREAT TEACHER.

Rev. N. H. Chamberlain said of Longfellow: "He laid the stress of his refinement on every member of the class." Here is something worthy to say of a teacher. Let us follow the thought a little way. It is easy to see that teachers are of three classes. (1) Those who go through a certain routine of "hearing lessons." (2) Those who pack away knowledge—the memory fillers. (3) Those who build mind. These last are of many different kinds—Longfellow, for example, led the minds of his pupils toward beauty, taste, refinement.

Now the majority are routinists; they follow a plan that is deemed to be the correct thing for school-rooms. Certain classes are to study arithmetic, geography, etc. They are to stand up when they read, etc. There is to be a recess in the middle of the forenoon. There must be no whispering, etc. These axioms being followed day after day, the teacher persuades himself that he is "keeping school" in orthodox fashion.

Another class go farther than this; they aim at exact knowledge, and the better ones of the class at a comprehension of what is learned; they set lessons and will have them learned; if not learned, they "keep in after school," and press the pupil until it is learned. They lay out so much for the quarter, or term, and by hard work secure progress. They measure progress by pages; they talk about "finishing" botany, or geometry in ten or twelve weeks. The pupil acquires the habit of saying he has "been through" geography, and learns to believe the chief end of school-going to be mastering certain books. This class rely on examinations; if a pupil cannot answer certain questions, they prophesy evil of him in future days.

This class of teachers is an advance on the first class, those who make the school a treadmill. Splendid work is done by those who grind the pupil fine when he comes to the recitation bench; yet it is not wholly the work of the teacher. These hard drillers do a good work, rather unconsciously than consciously. From this class comes, by slow evolution, a third class—those who build mind. The great teachers were, and are, mind-builders. But to be clear, it must be said, that after all, the mind fashions itself and all a teacher can do is aid in the process by directing towards the knowledge needed, and towards ideals.

What do the great teachers do? Here is a pupil of Longfellow who tells us that Longfellow impressed refinement on every member of his class. He does not say that he learned much about the poetry of Spain, France, and Italy from Longfellow; he feels in him a love for the beautiful that he traces back to this teacher, and this he declares to be the great good that Longfellow was to his pupils, and to the world in general.

It does not follow that the great teacher is not thorough, or does not possess exact scholarship; it is very probable that he is a good scholar. But he is more. We have thousands of men with large attainments who would fail utterly as teachers. There must be something more, and that is the power to wake into being the "high instincts," that possess the power to dominate our entire being. It is not the scholarship of the teacher that does this; it is the power within him, born in him, by virtue of which he is a teacher that does it. Call it by what name you will, the power to teach is the power to inspire pupils to possess ideals of excellence, and to aim to reach them. The reciting of lessons furnishes an opportunity for the teacher to exert his God-given power upon the young beings before him. They must be set to acquire some knowledge, for they cannot comprehend what the teacher is to do for them at that time; when years are passed they feel what was done.

The child may be made conscious of the universal soul that lies behind his life, of which Truth, Right, and Beauty are necessary elements. The common things of existence when looked at with the eyes of the soul, yield a delight that is not understood by the uneducated. Wordsworth says:

"To me the mearest flower that blows can give  
Thoughts that lie too deep for tears."

But the teacher is needed to open these visions to the child. The great teacher addresses the highest intuitions of the human soul, because these dominate and direct the lower powers.

It is not possible for a teacher to say how he addresses these powers, because it is soul addressing soul. His aim must be to set his pupils to observe the realities about them and draw inferences. This is exemplified by Mr. Page in the incident of the thunderstorm. "From Nature up to Nature's God," is the axiom of the teacher. Somehow the pupil must be put on the track of looking into, and around, and through the Creator's method. If

the subject of his thought is Man only, he soon stops short; it must be Man and God. Man is the product of some great and wise being—it must be so; the child who early becomes conscious of this has made a great step. Man, Nature, and God become subjects of thought; the child realizes that he is one of a trio; all things become illuminated by a new light. Common objects are lifted from out of meanness.

"The primrose by the rivulet's brim," is more than a yellow primrose.

The child thus being introduced to Nature begins to be taught by her. Through her he begins to interpret Man and God.

It is in some such way as this that the young being is led by the great teachers. Truth has a wonderful relation to the mind of Man. It is truth the child must be led to contemplate; there is a great difference between truth and fact. If a child arranges sticks—four in three rows, and sees that four threes are twelve, it becomes truth to him. If he is commanded to say that four threes are twelve, it is an assertion—a fact.

Let it be remembered that the great teachers have ever pointed their pupils towards the Truth, and let every teacher humbly and reverently seek to follow their example. Truth is mighty in its effects on the human mind; but skill is needed, and this will lead the teacher to study methods.

LONGFELLOW, in a letter to a friend, once said that "It may comfort you to know that I have had twenty-two publishers in England and Scotland, and only four of them ever took the slightest notice of my existence, even so far as to send me a copy of the books. Shall we call that 'chivalry'—or the other word? Some good comes of it, after all; for it is an advertisement, and surely helps what follows. It gives you thousands of readers instead of hundreds." So this great man suffered as others have suffered, for the want of an international copyright law, which the plainest dictates of common honesty indicate should have been passed long ago.

TEACHERS sometimes lay claim to the power of telling beforehand what a child intends, or of knowing what it is thinking of, as they phrase it. "They fancy they can read character at a glance." The following remarks by a distinguished author, bear directly on this error, and may do a great deal to correct it: "We are," he says, "too apt to believe that the character of a boy is easily read. This is a mystery the most profound. Mark what blunders parents constantly make as to the nature of their offspring—bred, too, under their eyes, and displaying every hour their characteristics. How often, in the nursery, does the genius count as a dunce, because he is pensive, while a rattling urchin is invested with almost supernatural qualities, because his animal spirits make him impudent and flippant. The schoolboy, above all others, is not the simple being the world imagines. In that young bosom are often stirring passions as strong as our own; desires, not less violent; a volition, not less supreme. In that young bosom what burning love, what intense ambition, what avarice, what lust of power—envy, that flends might emulate—hate, that man might fear."—DISRAELI.

It will be interesting to teachers, who think of visiting some great city during vacation, to learn that they can live better in Boston on \$7 a week than in New York for \$12; that they can buy more baked beans in Boston for 10 cents than in New York for 20 cents; and that they can get in Boston a roomier street car, and a cleaner one and a slower one, and nearly always a civil reply from the conductor. They have in Boston more girl waiters at the restaurants, and more prompt attendance than in New York. But they haven't as many saloons or theatres in Boston as we have. Where is Boston's Central Park, or Liberty Statue, or elevated railroads, or Coney Island? How does Boston compare with New York in its average weekly murders and mysterious disappearances? Boston can't compare with Manhattan in all that goes to constitute a great city—as the world counts greatness.

EDWARD EVERETT HALE recently told the students of Cornell that the best opportunity of studying human nature was to be had by entering the profession of the schoolmaster. The *Tribune* objects, and says that Mr. Hale's judgment is not entirely sound in this matter. It thinks that the ideal opportunity for studying human nature, in an almost infinite variety of phases, and under almost every conceivable circumstances is enjoyed by a reporter for a metropolitan journal, and that there is no

other way of "seeing life," and learning to know men that compares with this. But we remind the *Tribune* that "life" in New York does not reflect the life of the country; if it did, the sooner the day of judgment comes the better will it be for this world. Dr. Hale is right. The school-teacher has the best chance of studying human nature in its normal state. We concede to the reporter its abnormal study.

THE 300 young women of Wellesley College do the housework of the college on the co-operative plan. It takes each one of them forty-five minutes a day to do her share, and will add forty-five years to the lives of some of them, and incalculably to their power of usefulness.

THE commencement exercises of Lafayette College will be held on June 26-30, beginning with the farewell address to the graduating class, which numbers 45 members, by President Knox, and a sermon to the Y. M. C. A. on Sunday, by Prof. McClelland, of Allegheny Theological Seminary. The alumni will be addressed on Tuesday by Rev. Reuben Thomas, of Brookline, Mass., who always draws a full house when he speaks in Boston, and by Judge Everett, of Chicago. The annual contests for prizes in athletics, and the mock "cremation of Calculus," are features in student life. June 29 is Commencement Day, when speeches and a dinner are in order, and some more speeches and a levee in the evening.

It is interesting to know what college graduates have been doing towards helping themselves. Such information has been given concerning the 149 members of the graduating class at Yale. An account states that one man "raised fancy chickens and made \$80 at an expense of \$6,000, plus the service of the gardener." Six taught school. Several others tutored before entering. Seven were engaged in farming, and the rest in miscellaneous pursuits. One man was in "the wholesale crockery business, fireman on an engine, teamster, school-teacher, and bookkeeper."

THE legislature of Pennsylvania has just enacted a law increasing the minimum school term to six months, and added a half a million dollars to the annual appropriation for common schools. Now, school districts will hereafter get fifty per cent more money from the state treasury than heretofore. The old Keystone state is waking up, and we cannot blame our staid old friend the *Pennsylvania School Journal* for shouting, "Well done! doubly well done!" We add a rousing, Amen!

THE American Institute of Instruction, to be held this year at Burlington, Vt., July 5-8, is the oldest organization of teachers in the world, and teachers regard it as one of the most interesting and profitable meetings. Every name on the program is one of prominence in the profession. There is no reason to doubt but the session this year will be as largely attended and as interesting as in former years.

## DR. J. A. REINHART TO PROF. JAMES SULLY CONCERNING SULLY'S PSYCHOLOGY.

HIGH SCHOOL, PATERSON, N. J., May 19, 1887.  
PROF. JAMES SULLY,  
Holyrood House,  
Hampstead, Eng.

DEAR SIR:

In a letter to you bearing date of March 8th, last, I stated that the publisher of my abridgement of your *Elements of Psychology* had informed me that the first edition was nearly exhausted, and had requested me to prepare the book for a second edition. This (as you are aware), I declined to do, until you were heard from. I forthwith acquainted you with the circumstances of the preparation of the abridgement, and assured you that at no time had I desired or intended to prejudice or attack any interests of yours on this side of the water. In illustration of this, and in deference to the fact of your having now on the market, an abridgement of your own of the work above mentioned, I proposed that you should accept an interest in the second edition; or, in default of this, I proposed to withdraw the book from the market, leaving the whole field to you.

Acknowledging your communications of March 31, and May 1, I regret, somewhat, the absence of a spirit of accommodation and compromise. I stand ready, however, to fulfill the other alternative of my original proposition, independently of any action on your part. Permit me, therefore, to state that I have to-day heard from Mr. C. W. Burdeen, that he agrees to drop the book after the first edition has been sold. This, therefore, settles the question, and gives your abridgement an undisputed field in the American market.

Amin disclaiming any original intention or desire to interfere with your interests on this side of the water, and wishing you all success at home and abroad, I am,

Most truly yours,

J. A. REINHART.

We are glad Dr. Reinhart has placed himself right in this matter. It is highly honorable both to his head and heart.





CHAUTAUQUA.

## CHAUTAUQUA

Chautauqua is fully illustrated in this number. This greatest of all our summer schools is so well known that no words of ours can add to its fame. For the accommodation of these schools, a new school building has been erected, costing \$10,000, and will be finished July 1. The district which was burned will in no way interfere with the Chautauqua accommodations. This has been purchased for a park, and will be laid out with great beauty, and many new and beautiful cottages are being built upon the grounds. There will be no lack whatever of accommodations. The railroad rates will be as low, if not lower than last year. The Erie road, and the D. L. & W. will sell round trip tickets from New York, good for July and August, for \$15, which is a very low rate. Good board can be had at the grounds for a dollar a day, including room, through the whole season. The hotel is as well kept as hotels at summer-watering places; the sanitary condition of the grounds has been carefully looked after, and never was better. A recent purchase of thirty-five acres adjoining the grounds on the south, now gives a lake front of about two miles. Dr. Vincent has spent the year in Europe devoting a large part of his time to working up the interests of the Chautauqua methods of education, and will return filled with new inspiration and new ideas. The corps of teachers to be this season at Chautauqua cannot be equalled on the continent. This summer school occupies a unique position, apart from any other, for the reason that it is not a mere isolated, six-weeks school, but has a definite relation through the year with the College of Liberal Arts, and the School of Theology. This is only the summer session of the correspondence college. Education by correspondence never had so favorable an outlook as at the present time. They have in the University, regularly at work, a very large number of steady, earnest students, and expect to greatly increase it this summer.

## SUMMER SCHOOLS.

Amherst Summer School, July 6-9.  
Asbury Park Seaside School of Pedagogy, July 18-August 5.  
Batchellor's Tonic Sol-fa Institute, Philadelphia, Pa., June 22-July 12.  
Blackboard School, Cedar Falls, Ia., July 5-26.  
Chautauqua College of Liberal Arts, N. Y., commencing July 9.  
Curry's School of Expression, Saratoga Springs, N. Y.  
Glens Falls Training School, N. Y., August 1-26.  
Hamill's School of Elocution, Chicago, Ill., June 1-July 18.  
Haupt's German School, Boston.  
Kindergarten, Mountain Lake Park, W. Va., July 12-August 20.  
Manual Training School, St. Louis, June 20 (six or eight weeks).  
Martha's Vineyard Summer School, July 11, five weeks.  
Monroe College of Oratory, Boston, July 12-August 13.  
National School of Elocution and Oratory, Ann Arbor

July 5, August 18.  
National Summer School of Methods, Saratoga Springs, July 18-August 5.  
Niagara Falls Summer School of Methods, July 18-August 5.  
Northwestern Summer School, Normal Park, July 18, three weeks.  
Round Lake Summer School, July 11-August 6.  
Savoir Summer School of Languages, Oswego, N. Y., July 11-August 19.  
Seward's Tonic Sol-fa Institute, Fredonia, July 6-21.  
Summer Course of the Physical Training School, Harvard University.  
Straub's American Normal Musical Institute, Charleston, Ill., July 11, four weeks.  
Summer Courses in Chemistry at Harvard University, July 11, continuing six weeks.  
Summer School, Holton, Kansas, June 7-August 2.  
Summer School of Philosophy, Concord, Mass., commencing July 18.  
Summer School of Pedagogy, Ann Arbor, Mich., August 8-20.  
Stern's Summer School of Language, Saratoga Springs, July 11-August 12.  
Peabody Institute, Atlanta, Ga., July 18, four weeks.

## MORE VACATION HINTS.

We clip the following. If they don't fit the reader of these lines, address us a card with the name of some one to whom we can send this paper, who needs the advice. We will then forward a copy of this week's JOURNAL with this paragraph marked.

"Don't worry."  
Don't hurry. "Too swift arrives as tardy as too slow."  
Don't overeat. Don't starve. "Let your moderation be known to all men."  
Court the fresh air, day and night. "Oh, if you knew what was in the air!"  
Sleep and rest abundantly. Sleep is Nature's benediction.  
Spend less nervous energy each day than you make.  
Be cheerful. "A light heart lives long."  
Think only healthful thoughts. "As a man thinketh in his heart, so is he."  
"Seek peace and pursue it."  
Avoid passion and excitement. A moment's anger may be fatal.  
Associate with healthy people. Health is contagious, as well as disease.  
Don't carry the whole world on your shoulders, far less the universe. Trust the Eternal.  
Never despair. "Lost hope is a fatal disease."

THEY have a way of doing things thoroughly in Iowa. One evidence of this we found in an announcement and course of study for the Benton county normal institute at Vinton and Belle Plaine. Chas. B. Marine, county superintendent, is conductor. The sessions of this school will be held at Vinton two weeks, and at Belle Plaine two weeks. Another institute of a similar nature will be held at Harlan, under the instruction of F. E. Swift and A. P. Warrick.

In a Rhode Island factory town, a certain employer recently paid out to his employees on Saturday night \$700 in new bills that had been secretly marked. On the following Monday \$400 of these marked bills were deposited in the bank by the saloon-keepers of the town. What does this prove?

TREASURE-TROVE for June contains among its prominent features "a fine closing exercise for schools;" it includes patriotic "recitations, declamations, and songs with music." It is one of the best and most appropriate exercises ever used in school. There are also biographies of "Queen Victoria," and of the poet "Longfellow," with portraits; accounts of two battles, "Bunker Hill" and "Missionary Ridge," with many illustrations and maps; Mr. Ballard's description of the "English Parliament," and the "Tower of London," with five illustrations; and suggestions (illustrated) for "Card Work," and making "Fancy Kites."

If our readers who do not subscribe to this beautiful illustrated monthly, both for scholars and their teachers, only realized what they were missing, particularly the teachers, they would send in their names immediately.

## NEW YORK STATE TEACHERS' ASSOCIATION.

The forty-second annual meeting of the New York State Teachers' Association will be held in Elizabethtown, the county seat of Essex county, commencing at 8 P. M., Wednesday, July 6, and continuing through Thursday and Friday, July 7 and 8.

Thursday afternoon the association will meet in the following sections, each following a program arranged by its president. "Professional Training of Teachers": Dr. Edward A. Sheldon, Oswego, president; "Primary and Common Schools": Supt. Edward Wait, Lansingburgh, president; "Supervision": Prin. Charles E. White, Syracuse president. It has been thought best to omit the proposed section of secondary schools on account of the university convocation; but the general program has been so arranged that the Friday's sessions will be of special interest to academic and high school teachers.

The people of Elizabethtown are enthusiastic over the coming meeting of the association, and guarantee a warm reception and generous entertainment.

The committee on entertainment will receive members and visitors at the Windsor Hotel, and direct them to places of entertainment. To secure places in advance, address F. A. Brown, Elizabethtown, N. Y. The usual low rates of transportation and extremely low rates of board at Elizabethtown have been secured. Cheap excursions to the many surrounding points of interest, and to the national association at Chicago the following week, will be arranged. For further particulars concerning board and railroad special and excursion rates, see special circular.

An extensive industrial exhibit of three departments, is organizing under the management of the following committee: Miss H. R. Burns, superintendent of the Industrial Education Association, New York City, in special charge of the exhibit of general industrial work; Mr. E. C. Colby, of the Mechanic's Institute, Rochester, in special charge of the exhibit of drawing; Mr. John F. Woodhull, of the state normal school, New Paltz, in special charge of the exhibit of "home-made" apparatus for teaching the natural sciences.

Supt. Thomas M. Balliet, of Reading, Pa., will deliver an address Thursday evening, on "The Sciences and Their Culture"; and President Charles Kendall Adams, of Cornell University, will deliver an address Friday evening, on "Education for Citizenship," with special reference to the relation of the schools to socialism, and its kindred evils.

Any person specially interested in education, is entitled to the benefits of membership in the association, upon payment of the annual dues of \$1 for gentlemen, or 50 cents for ladies.

A committee will be appointed to bring together teachers wanting places and persons wanting teachers. For a change, but few papers and addresses have been provided for the general sessions of the association, so that ample time may remain for free discussion. A stenographer will be present at all sessions to take down everything that is worth publishing in the proceedings. The "D. and H." railroad will sell tickets from any station on their roads to Elizabethtown and return for 8 cents per mile, one way.

At Elizabethtown, board can be had at "The Windsor" at the "Mansion House," for 300, at \$1.50 per day, at "The Valley House," for 75, at \$1 per day, and at private houses for any number, at 75 cents to \$1.





### CONVOCATION OF THE UNIVERSITY OF NEW YORK.

THE twenty-fifth convocation of the University of New York will be held in the Senate chamber of the Capitol at Albany, July 5-7. The program is as follows:

Address of welcome, by Hon. H. R. Pierson, Chancellor; Report of executive committee, by Prof. Oren Root, chairman; Paper: "The Education of the Working Classes," by Rev. Luke Grace, Niagara University—discussion opened by Rev. Father Conway, Canisius College.

Paper: "The Teaching of Mental Science in Schools," by Prin. Samuel Thurber, Milton, Mass.—discussion opened by President Truman J. Backus, Brooklyn; Paper: "The Study of Law as a part of a General Education," by Prof. F. M. Burdick, Hamilton College—discussion opened by Prof. Horace E. Smith, Albany Law School; Address, by Rev. Clarence A. Walworth, Albany.

Paper: "Moral Training in Schools," by Prin. Eugene Bouton, New Paltz State Normal School—discussion opened by Prin. John G. Wight, Cooperstown; Paper: "The Newspaper as an Educator," Regent W. A. Cobb, Lockport; Report of the committee on necrology, by Ass't Secretary Albert B. Watkins.

Paper: "Private Reading," by Rev. Ezekiel W. Mundy, librarian City Library, Syracuse—discussion opened by Prin. H. P. Emerson, Buffalo High School; Paper: "Overcrowding of School Courses," by Prin. Geo. A. Bacon, Syracuse High School—discussion opened by Prin. E. H. Cook, Potsdam State Normal School; Address by Hon. Andrew D. White, Ithaca, ex-President of Cornell University: "The Next Step in American University Development."

It will be seen that the program comprises those topics that pertain to the immediate interests of higher and secondary education in the state. A meeting of the "Associated Academic Principals of the State of New York" will be held on Tuesday, July 5.

On Thursday, July 7, there will be a conference on the requirements for admission to college, between representatives of the college faculties and a committee from the Associated High School Principals of the State of New York.

### A PEDAGOGICAL EXEGESIS.

"Multa Roga, Retine Docta, Doco Retenta."—COMENIUS.

BY EDGAR D. SHIMER, G. S. No. 20, NEW YORK CITY.

1. A child is inquisitive. It is forever asking questions and will not rest satisfied until it has an answer. The answer often stimulates further questioning. This is evidently natural. Let us as teachers, then, not only allow, but ourselves follow God's plan and ask much; of God himself, of our superiors, of books,—that is, let us look closely, and constantly question why the statements are made; of things, that is, let us cultivate our sense perceptions; lastly, let us ask ourselves much, for by self-examination we come to the knowledge of our own ignorance and this is wisdom, the mother of all knowledge.

2. Memory is two-fold—retentive and reproductive. We could not know even what our senses teach us if we did not retain former impressions. To be sure then that we may retain we must grasp the perception or conception fully, clearly, and exactly; and this can be done only by vivid attention. We must then link it with other impressions, if we would wish, at any future time, to recall it readily. Of what use were it to retain, if we could not reproduce the matter retained? Let us, then, not only cultivate the power of close attention so that a lasting impression may be made, but let us also constantly recall and review so that memory may become both tenacious and ready.

3. Much asking, much investigation will gain knowledge for us; vivid conceptions will help us retain, and constant reproduction will equip us with ready weapons for further intellectual struggles. If, in addition to this, we undertake to teach others, we teach ourselves in the best possible way; for we will wish to be correct in our teaching and this will renew our attention, deepen our investigation, and quicken our comprehension. The responsibility will give the matter more importance and compel us to become learners in our efforts to make others learn. Let us then teach others what we know. If we can make it clear to them, we may be sure it is clear to us.

### "HIGH SALARIES FOR HIGH GRADES."

BY E. E. KENYON.

I quote Pres. J. Wm. Stokes in the JOURNAL of May 21: "It is generally conceded that higher grades of qualification and efficiency, in all branches of industry, deserve higher remuneration. In accordance with this principle, the board may grant the teacher of higher grade, higher wages." By "the teacher of higher grade," the writer means the teacher of a more advanced class. While the premises Mr. Stokes so carefully establishes are incontrovertible, it is hard indeed to see the connection between them and the assumption that follows, except in tradition. The theory that it takes a "higher grade of qualification" to teach a sixth reader than a primer, belongs to a dying age. Close students of educational work are, day by day, tracing back the surprising incompetencies found among higher-grade pupils to mistaken teaching done in the primary grades by unqualified and poorly-paid teachers. If the "higher-grade" teachers for whom Pres. Stokes makes his appeal, be really of higher qualification and efficiency, let them have the higher pay which they certainly deserve, but first let them take to the higher work of mind-training in the lower classes. If they will bring their profundity and their brightness, and all the wealth of their experience to bear on the development of early childhood, the young girl graduates will find more fitting employment in drilling upon the map of Europe, and the rules of rhetoric.

Mr. Stokes believes that the reduction of salaries "should fall upon lower-grade teachers, for two reasons: 1. Their work affects but one class; 2. Their places are more easily filled." Only a printer, wealthy in what the children call "wonder-marks," could properly punctuate these sentences. "Their work affects but one class!" Since the work of each grade is "affected" by all previous work, and, in its turn, affects all subsequent work, whose work is it that affects but one class?

"Their places are more easily filled." That is sadly true, under the vanishing ideal. Employing boards that still believe the early work of the educator to be mechanical, find no difficulty in filling vacancies in the lower grades. Those, however, who give a more thoughtful attention to this all-important subject, realize that the lower down in the school course the vacancy exists, the more it cries aloud for a picked teacher. Next in value to the supervisory work, for which Mr. Stokes more justly claims appreciation, comes that of the lowest class-room. It is a mistake to say that less knowledge is necessary to properly teach the lower grades



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than the higher. The mind cannot have the scope necessary for this far-reaching work without a real and extended knowledge of nature, men, and books.

WHEN the field was sown without being plowed, it yielded without being reaped—i. e., it yielded nothing.

—TELUGU.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### A LESSON OF CLASSIFICATION IN NATURAL HISTORY.

(FOR CHILDREN FROM SIX TO NINE YEARS.)

BY BERTHA KUHN, WEEHAWKEN, N. J.

OBJECT OF LESSON:—To cultivate imagination and the reasoning powers.

MATERIAL:—Various kinds of buttons, and three squares (about ten inches each), drawn on the blackboard.

N. B.—The children have been led to discover the three kingdoms by previous general lessons.

Teacher.—"All children make a little nest of your hands, and close your eyes! I have something to drop into the nest which you must not look at, nor let your neighbor see." (Great expectations among the children, and orders promptly obeyed.)

The teacher now drops a button into each little hand-nest, and when finished, says: "What have you?"

Children.—(Still with eyes closed): "A button!" "I have a button, too!" "So have I!" "And I!" "And I!" etc., until nearly all have made known their discovery.

T.—"Look at your buttons!" A minute is allowed to get finished with the "ahs" and "ohs," for some of the buttons are very pretty. "Now, ready,—here are our three houses (points to squares on blackboard), think into which house your button belongs." While the children think, the teacher writes "House for Animals" over the first square, "House for Plants" over the second, and "House for Stones" over the third. (The terms "vegetable" and "mineral," and the divisions of the latter kingdom are reserved for future lessons). "Carrie is ready, I see," now says the teacher.



COOKING AT CHAUTAUQUA.

Carrie.—"My button (a bright brass one), belongs to the stone-house."

T.—"Why?"

Carrie.—"Because it is made of brass."

T.—"Right." (Writes brass in the stone-house, and enters each correct answer into the respective house.) "Cora may tell next."

Cora.—"My button belongs to the animal house."

T.—"Why?"

Cora.—"Because it is made of bone."

T.—"And bone is?"

Cora.—"Bone is part of an animal."

T.—"Clarence, to which house does your button belong?"

Clarence.—(Only just six years old): "I don't know."

T.—"What is it made of?"

Clarence.—"I don't know."

T.—"Hold it up so the others can see; and now, who can tell what Clarence's button is made of?"

Sadie.—"Pearl."

T.—"Yes, mother-of-pearl (children repeat in concert and singly), and where does mother-of-pearl come from?"

Sadie.—"From some kinds of oyster-shells."

T.—"And who makes the pearl?" (Teacher has provided herself with pearl-lined shells to show the children at the end of the lesson.)

Sadie.—"The oyster, and then it belongs in the animal house. But I don't know where my button belongs!"

T.—"What kind is it?"

Sadie.—"A china button"



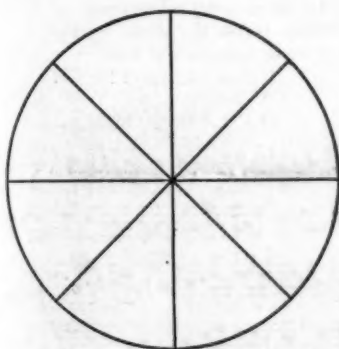
T.—"Who can tell what china is made of?"  
 Eddie.—"Of clay."  
 T.—"And what is clay?"  
 Edith.—"Clean dirt." (The children work with clay every Friday.)  
 T.—(Makes a mental memorandum of the necessity of speaking about china.) "Now Sadie, into what house shall I put your button?"  
 Sadie.—"Into the stone-house."  
 T.—"Now Edith."  
 Edith.—"My button belongs to the plant and stone house."  
 T.—"Why?"  
 Edith.—"Because it is made of muslin and tin."  
 T.—"Yes. So we must draw a new house on the black-board, and write over it: 'Plant and Stone House.' Yes, Howard."  
 Howard.—"My button is made of wood, and belongs to the plant house."  
 T.—"Why?"  
 Howard.—"Because we get wood from trees, and trees are plants."  
 T.—"Very good. For next Wednesday, each child may bring me something to put in the 'Stone House.' (Teacher resolves to remind them again when Tuesday comes around, for a week is a long time for little minds.)  
 N. B.—Many children will have duplicate buttons, if the class is large; these will serve as a review of what has been done in the lesson, and as a test of memory.

## PRIMARY LESSONS.—FRACTIONS.

BY WM. M. GIFFIN, NEWARK, N. J.

## LESSON VIII.

CARD 6.



Of what is this a picture? Into how many parts is it divided? Are they equal or unequal? Then what are we to call each part? How many eighths do you see? How many pies? How many eighths in one?

To how many children could we give  $\frac{1}{8}$  of this pie?  $\frac{1}{8}$  and  $\frac{1}{8}$  and  $\frac{1}{8}$  are how many eighths?

The pie is divided among John, Henry, Willie, May, and Jennie. The boys each have  $\frac{1}{8}$  and the girls each  $\frac{1}{8}$ . If the girls eat their part how many eighths will be eaten? How many eighths will be left?

If only the boys eat and each boy eats  $\frac{1}{8}$ , how many eighths will be eaten?

How many eighths will be left? ( $\frac{1}{8}$ ).  
 How must we divide a pie to get  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  
 How much more is 1 than  $\frac{1}{8}$ ? Than  $\frac{1}{8}$ ? Than  $\frac{1}{8}$ ? Than  $\frac{1}{8}$ ?  
 How much less than 1 is  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ?  
 What part of  $\frac{1}{8}$  is  $\frac{1}{8}$ ?  
 What part of  $\frac{1}{8}$  is  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?  
 How many eighths in  $\frac{1}{8}$ ?

$\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?  
 $\frac{1}{8}$  and  $\frac{1}{8}$  = what?

5 times  $\frac{1}{8}$  are how many dollars?  
 5 times  $\frac{1}{8}$  are how many eighths?  
 3 "  $\frac{1}{8}$  " " " "  
 2 "  $\frac{1}{8}$  " " " "  
 4 "  $\frac{1}{8}$  " " " "  
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 2 "  $\frac{1}{8}$  = ?  $\frac{1}{8}$ ?  $\frac{1}{8}$ ? etc.

4 men each have  $\frac{1}{8}$ , how many eighths do they all have? How many dollars?

One apple costs  $\frac{1}{8}$ c, what will four apples cost? How many cents?

John buys a pie for 24c, and divides it into eighths, selling each eighth for 5c. What will he gain on the whole pie? What on  $\frac{1}{8}$ ?

Henry walks  $\frac{1}{8}$  of a mile in 1 day; how far can he walk in 2 days? In 3 days? In 4 days? In 6 days?

There are  $\frac{1}{8}$  in 1, then how many eighths in 2? In 3? In 6? etc.

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THE LANDING.

cines, others for dyes. The bark of the oak is used to tan leather.

The inner part is juicy and full of pipes, like the veins in our body, through which the sap passes from the root to the leaves. Out of this the wood is made. Uses of wood:

The third part is a soft, spongy substance in the center called pith. It is full of cells, which are filled with fluids in the young plants. In old branches, the fluids disappear, and air fills the cells. Herbs generally have more pith than trees.

Culm, or straw, is the stem of grasses. Children notice that it is either knotted, jointed, or bent. Some are stiff and hollow. Specimens, sugar-cane, bamboo, and reeds. Straw is used for making baskets, mats, and bonnets.

Specimens of soft, fleshy stems, rhubarb, celery, etc. Children notice that they are juicy, and of a green color. Some are very fibrous.

Flax and Hemp.—The stem of flax is fibrous; from this fine linen is made. The stem of hemp is rough, the fibres are used in making yarns for rope. The finer kind for cloth.

Some stems grow externally; the wood is arranged in layers; a new circle is formed every year, the oldest being in the center. Others grow internally; the wood is pushed outward, by new fibres forming in the center.

A scape—specimen, the dandelion. Children notice this stalk springs from the root, bears flowers and fruits without leaves.

A Peduncle is the flower-stalk, supporting the flower.

A Petiole is the leaf stalk, supporting the leaf. It is generally cylindrical, the upper surface flattened and the under convex.

A Stipe. The stem of the fern; the stalk of the mushroom. The little stem of the dandelion standing on the seed, raising the down.

## A METHOD IN HISTORY.

MATERIALS FOR PUPILS.—One lead-pencil, long and well sharpened; on pocket memorandum-book, one blank copy-book, flexible board covers; one geography—any with outline maps; one history, of any kind, bearing on the branch to be taught, and in addition any book at hand treating of the subjects to be discussed.

THE METHOD.—Each member turns rapidly to a blank page in his memorandum-book, and with pencil in hand awaits the direction of the teacher. The teacher begins by announcing the topics to be discussed at the next recitation, which is written on the blackboard and outlined with appropriate headings. The pupils aid in doing this, in answer to questions that are skillfully put by the teacher. The class copy into their memorandum-books what has been placed on the board. The teacher then directs that they get from any source whatever, books or men, all the information they can on the topic, citing them to certain pages in the books they have. The pupils are now told to come at the next recitation in history with one or two questions, written neatly and correctly on a slip of paper, with the names on the other side. These directions need not be repeated after the first time, and this preparatory exercise each morning will occupy, say, three minutes. After the usual preparatory exercise, you are ready to discuss with the class the lesson which they have been preparing. First, adduce the facts. Call for questions in the order of the topical headings. Nod to some pupil, who stands—reads his questions, standing well and reading correctly, mind you. Twenty hands go up to answer the question. No snapping of fingers to be allowed. Have some one of these twenty stand and answer the question, at as great length as he pleases. The others make in their memorandum-books a tally showing their ability to answer the question.

—E. C. BRANSON.

## LESSON ON STEMS.—III.

BY FLORA NEELY.

SPECIMENS.—Variety of stems, soft and hard, also the embryo.

After the seed has been in the ground a short time, what part comes up? The plum. Teacher explains, this forms the stalk of plants, and the trunk of trees. Which is the body of the plant? Children notice difference. The stems of some vines and herbs are green, juicy, and fibrous, some are fibrous, some are erect, others creeping or clinging.

What kind of stems have trees? They are hard, woody, and solid. They are generally branching. What do you call the large part of the tree? The trunk or body.

T. It has another name, the Caulis.

Can you tell me the names of the parts?

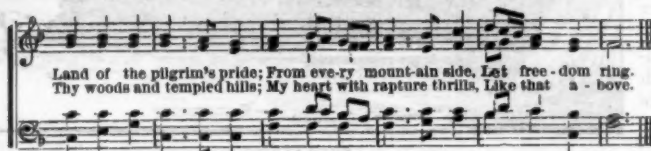
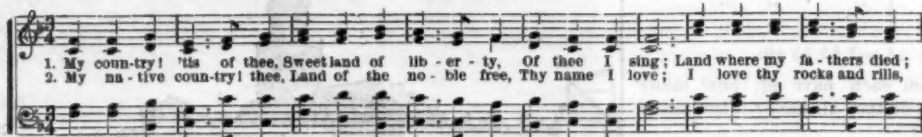
The large divisions are called limbs, or branches; from these branches other smaller ones spring which are called boughs; then on the boughs we find smaller divisions, called twigs.

What can you say of branches? They spread out in different directions, some erect, some drooping.

Stems have three parts. What do we find on the outside? The bark. Feel of it and tell me how it appears. It is rough and fibrous. Some bark is used for medi-



## GENERAL EXERCISES.

PATRIOTIC SELECTIONS AND SONGS.  
AMERICA.

Let music swell the breeze,  
And ring from all the trees,  
Sweet freedom's song;  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break,  
The sound prolong.

## FOURTH OF JULY.

Fling out our banner to the breeze,  
Our glorious Stripes and Stars;  
Unfurl our flag o'er land and seas—  
Our nation's stars and bars.  
The emblem of our birthright wave,  
O'er hill, and vale, and plain,  
Till over every patriot grave  
Our flag shall float again.

O'er every sea, to every clime,  
Columbia's welcome send,  
To join our country's song sublime  
And loud hosannas blend.  
Let every freeman swell the strain,  
The chorus bold prolong,  
Till echoing hearts repeat again  
Our nation's festal song.

Wide o'er this broad and favored land  
Blooms freedom in its spring,  
And for rich gifts, on every hand,  
Our grateful thanks we bring.  
Yet, dearer than the wealth of earth,  
To every freeman's heart,  
Are freeman's rights—a freeman's birth—  
Unbound by tyrant's art.

—W. F. Fox.

## RECITATION—"The Independence Bell."

(Found in several Readers.)

## OUR DEFENDERS.

Hark to the sound! There's a foe on our border,  
A foe striding on to the gulf of his doom;  
Freemen are rising and marching in order,  
Leaving the plough, and the anvil, and loom.  
Rust dims the harvest-sheen  
Of scythe and of sickle keen;  
The axe sleeps in peace by the tree it would mar.  
Veteran and youth are out,  
Swelling the battle shout,  
Grasping the bolts of the thunders of war.

Our brave mountain eagles swoop from their eyrie,  
Our lithe panthers leap from forest and plain;  
Out of the West flash the flames of the prairie,  
Out of the East roll the waves of the main.  
Down from the Northern shores,  
Swift as Niagara pours,  
They march and their tread wakes the earth with its  
jar;

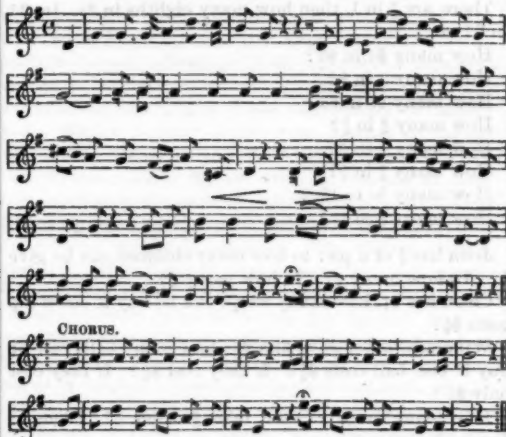
Under the Stripes and Stars  
Each with the soul of Mars,  
Grasping the bolts of the thunders of war.

Spite of the sword or assassin's stiletto,  
While throbs a heart in the breast of the brave,  
The oak of the North, or the Southern palmetto,  
Shall shelter no foe, except in the grave.  
While the gulf billow breaks,  
Echoing the Northern lakes,  
And ocean replies unto ocean afar,  
Yield we no inch of land  
While there's a patriot hand  
Grasping the bolts of the thunders of war.

—T. BUCHANAN READ.

(A very pretty and patriotic effect may be produced by having each scholar wear in his buttonhole a small flag, which he takes out and waves as the chorus of the following is sung.)

## THE RED, WHITE AND BLUE.



Oh, Columbia, the gem of the ocean,  
The home of the brave and the free;  
The shrine of each patriot's devotion,  
The world offers homage to thee.  
Thy mandates make heroes assemble,  
When liberty's form stands in view;  
Thy banners make tyranny tremble,  
When borne by the red, white, and blue.

## Chorus.

Three cheers for the red, white, and blue!  
Three cheers for the red, white, and blue!  
Thy mandates may heroes assemble;  
Three cheers for the red, white, and blue!

When war waged its wide desolation,  
And threatened this land to deform;  
The ark then of freedom's foundation,  
Columbia, rode safe through the storm,  
With her garlands of vict'ry around her,  
When so proudly she bore her brave crew;  
With her flag proudly floating before her,  
Grand flag of the red, white, and blue.

## Cho. Three cheers, etc.

All the people of earth who come hither,  
Come sing for the soldiers our hymn;  
May the wreaths they have won never wither,  
Nor the star of their glory grow dim.  
May the hearts of the people ne'er sever,  
But all to our colors prove true;  
Our vet'rans and heroes forever,  
Three cheers for the red, white, and blue!

## Cho. Three cheers, etc.

GENERAL JOSEPH REED, OR THE INCORRUPTIBLE PA-  
TRIOT.

(Governor Johnstone is said to have offered Gen. Joseph Reed £10,000 sterling, if he would try to re-unite the colonists to the mother country. Said he, "I am not worth purchasing; but such as I am, the king of Great Britain is not rich enough to buy me.")

I spurn your gilded bait, oh king! my faith you cannot  
buy;  
Go, tamper with some craven heart, and dream of vic-  
tory;  
My honor never shall be dimmed by taking such a  
bribe;  
The honest man can look above the mercenary tribe.

You say an office shall be mine if I the traitor play;  
Can office ever compensate for honesty's decay?  
Ten thousand pounds! ten thousand pounds! Shall I an  
Esau prove?  
And for a mess of pottage sell the heritage I love?

If you can blot out Bunker Hill, or Brandywine ignore,  
Or Valley Forge annihilate, and wipe away its gore;  
If you can make the orphan's tears forget to plead with  
God,

Then you may find a patriot's soul that owns a mon-  
arch's nod.

The king of England cannot buy the faith that fills my  
heart;

My truth and virtue cannot stand in traffic's servile  
mart;

For till your fleets and armies are all remanded back,  
Freedom's avenging angel will keep upon your track.

—EDWARD C. JONES

## OUR WHOLE COUNTRY.

Who shall sever freedom's shrine?  
Who would draw the insidious line?  
Though by birth one spot be mine,  
Dear is all the rest.

Dear to me the South's fair land,  
Dear the central mountain band,  
Dear New England's rocky strand,  
Dear the praised West.

By our altars pure and free;  
By our law's deep-rooted tree;  
By the past's dread memory;  
By our Washington;

By our common parent tongue;  
By our hopes, bright, buoyant, young;  
By the tie of country strong,—  
We will still be one.

Fathers! have ye bled in vain?  
Ages! must ye droop again?  
Maker! shall we rashly stain  
Blessings sent by thee?

No! receive our solemn vow,  
While before thy shrine we bow,  
Ever to maintain, as now,  
UNION,—LIBERTY!

## HAIL COLUMBIA.



Hail, Columbia! happy land!  
Hail, ye heroes! heaven-born band!  
Who fought and bled in Freedom's cause,  
Who fought and bled in Freedom's cause,  
And when the storm of war was gone,  
Enjoyed the peace your valor won.  
Let independence be our boast,  
Ever mindful what it cost;  
Ever grateful for the prize,  
Let its altar reach the skies.

## Chorus.

Firm, united, let us be,  
Rallying round our liberty;  
As a band of brothers joined,  
Peace and safety shall we find.

Immortal patriots! rise once more;  
Defend your rights, defend your shore;  
Let no rude foe, with impious hand,  
Let no rude foe, with impious hand,  
Invade the shrine where sacred lies  
Of toil and blood the well-earned prize.  
While offering peace, sincere and just,  
In Heaven we place a manly trust,  
That truth and justice will prevail,  
And every scheme of bondage fail.

Cho. Firm, united, etc.



## WARREN'S ADDRESS.

Stand! the ground's your own, my braves!  
Will ye give it up to slaves?  
Will ye look for greener graves?  
Hope ye mercy still?  
What's the mercy despots feel?  
Hear it in that battle peal!  
Read it on yon bristling steel!  
Ask it, ye who will.

Fear ye foes who kill for hire?  
Will ye to your homes retire?  
Look behind you, they're afire!  
And, before you, see  
Who have done it! From the vale  
On they come! and will ye quail?  
Leaden rain and iron hail  
Let their welcome be!

In the God of battles trust!  
Die we may; and die we must,  
But oh, where can dust to dust  
Be consigned so well,  
As where heaven's dews shall shed  
On the martyred patriot's bed,  
And the rocks shall raise their head,  
Of his deeds to tell?

JOHN PIERPONT.

## RECITATION—"The Sword of Bunker Hill."

## THEN AND NOW.

Looking back a hundred years,  
And comparing the now and then,  
It seems to me that in spite of fears  
The country has earnest men,  
As willing to draw the sword for right,  
As ready to wield the pen.

It seems to me that in field and forge,  
By river and by rill,  
In fertile plain and mountain gorge,  
In city and hamlet, still  
They live as they did in the days of King George,  
Of Concord and Bunker Hill.

There are men to day who would stand alone,  
On the bridge Horatius kept;  
There are men who would fight at Marathon,  
Who would battle with Stark at Bennington  
When flashing from sabre and flint-lock gun,  
The fires of freedom leapt.

It is better to look back with pride and boast,  
It is well to look ahead;  
The past to all is a dream at most,  
The future is life instead;  
And standing unmoved at your duty's post  
Is truthfully praising the dead.

—F. W. FISH.

## UNITED STATES NATIONAL ANTHEM.

God of the Free! upon Thy breath  
Our flag is for the right unrolled,  
As broad and brave as when its stars  
First lit the hallowed time of old.

For duty still its folds shall fly;  
For honor still its glories burn,  
Where truth, religion, valor, guard  
The patriot's sword and martyr's urn.

God of the Free! our nation bless,  
In its strong manhood as its birth;  
And makes its life a star of hope,  
For all the struggling of the earth.

Then shout beside thine oak, O North!  
O South! wave answer with thy palm;  
And in our Union's heritage  
Together sing the nation's psalm.

W. R. WALLACE.

## THE STAR-SPANGLED BANNER.



Oh! say can you see, by the dawn's early light,  
What so proudly we hail'd at the twili'ht's last gleam-  
ing—  
Whose broad stripes and bright stars through the peril-  
ous fight,  
O'er the ramparts we watch'd, were so gallantly  
streaming?  
And the rockets red glare, the bombs bursting in air  
Gave proof through the night, that our flag was still  
there;  
O! say does that star-spangled banner still wave  
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, now conceals, now discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream;  
'Tis the star spangled banner, O! long may it wave,  
O'er the land of the free, and the home of the brave?

Oh! thus be it ever, when freemen shall stand  
Between their loved homes, and the war's desolation;  
Blest with victory and peace, may the heaven-rescued  
land  
Praise the power that hath made and preserved us a  
nation;

Then conquer we must, when our cause it is just,  
And this be our motto, "In God is our trust—"  
And the star-spangled banner, in triumph shall wave,  
O'er the land of the free, and the home of the brave.

NOTE.—Many of the above poems have necessarily been  
abridged.

## PERSONS AND FACTS.

Columbia College possesses one of the two extant copies of the  
first folio edition of Shakespeare's works. It is valued at \$3,000.

Dr. A. B. Hart has been elected president of the Harvard histor-  
ical society.

The resignation of Professor Leonard Waldo, of Yale, is to take  
effect at the end of the present college year. He was very much  
liked by all the students.

Mr. Bancroft's third volume on "The History of the Pacific  
States of North America," which is now completed, treats of  
Central America.

Some very creditable work has been done at the Yale art school  
consisting of pen-and-ink drawings, and water and oil studies.

Prof. Spencer F. Baird, the famous scientist, has been seriously  
ill at his home in Washington with heart and kidney troubles.

Chief Engineer Melville, of Arctic fame, performed the hercu-  
lean task of drawing the designs for the machinery for five ves-  
sels of the new navy, in less than two weeks' time.

It is said that no official in the world is at the head of such a  
large force as Postmaster-General Vilas. The employees of the  
department number between ninety-five and ninety-six thousand.

Hannibal Hamlin is the only living ex Vice-President of the  
United States chosen by the people.

Cambridge University has conferred an honorary degree upon  
Prof. Gray, of Harvard College.

The trustees of Columbia College have appointed President  
Harvard to represent the college at the fiftieth anniversary of  
Michigan University.

James M. Baldwin, A. M., Ph. D., is one of the most successful  
young instructors in the country. He was graduated from  
Princeton in 1884. He has since then been assistant professor of  
modern languages at that institution. He has just accepted the  
chair of metaphysics at the Lake Forest University.

Canon Wilberforce recently paid the following compliment to  
Boston culture: "Everybody knows that what Boston does to-  
day America will follow to-morrow, and what America does, the  
whole civilized world will attempt to do after it."

The class-day exercises and the uniting of the Alumnae Asso-  
ciation, took place not long since at Vassar College. The alum-  
nae have a membership of 700. The committee on physical cul-  
ture made a report, which shows that the alumnae have given or  
raised the past year \$10,000 to complete the physical culture  
fund, which now amounts to \$20,000.

Fifty years ago this month Chief Justice Wait was graduated  
from Yale. He will be present at the Commencement exercises  
of his Alma Mater this year. His vigorous health is remarkable  
when the amount of work he has performed in the last half cen-  
tury is considered.

PROF. GEO. E. LITTLE, of Washington, D. C., who is well known  
to our readers as the rapid crayon artist, will give talks during  
the summer on the following subjects relating to practical teach-  
ing: "Illustrative Methods," "Blackboard Drawings," "How to  
Illustrate Physiology," "Illustrations for Teaching 'Language,'"  
"Number," "Geography," "Primary Reading," "History,"  
"Natural History," and "Botany." These talks will be accom-  
panied with outline drawings and sketches, given in easy steps,  
showing the teacher how to do the work. Prof. Little's draw-  
ings are characterized by simplicity and accuracy, and he makes  
drawing an aid in teaching every subject, as the above indicates.  
Teachers who are, and who are not artists, get many valuable  
ideas on illustrative work from hearing Prof. Little.

That tired feeling disappears, and you feel active and strong  
after taking Hood's Sarsaparilla.

## THINGS OF TO-DAY.

It is proposed to build an Episcopal cathedral in New York, to  
cost \$6,000,000. It will be the largest church edifice on the con-  
tinent.

Decoration Day was generally observed throughout the coun-  
try. The tombs of Generals Grant, McClellan, Hancock, and  
other heroes of the war, were decorated. In New York, Governor  
Hill reviewed an immense procession of veterans.

The Russian government is about to revise all the foreign com-  
mercial treaties.

A contract has been made for the construction of the Manches-  
ter ship canal at a cost of \$25,000,000.

As the nomination of Gen. Sickles as emigration commissioner  
at New York has not been confirmed, the present board will re-  
main in office.

Plans have been drawn up for the building of a railroad from  
Lincoln, Neb., to Texas, with a terminus on the Gulf of Mexico.

A massive silver testimonial from the American people, consist-  
ing of a base and pedestal, surmounted by a bust of Gladstone,  
has been presented to that statesman.

Emperor Francis Joseph unveiled a statue of Haydn, the com-  
poser, in Vienna, recently.

A strike at Connellsville, Pa., has stopped the production of  
coke. Should the strike be continued long, it is estimated that  
500,000 men will be thrown out of employment.

The Sultan of Turkey has ceded the Island of Cyprus to  
England.

Suits have been brought against the Boston & Providence rail-  
road company, on account of the Boston bridge accident. The  
amount claimed foots up to \$400,000.

Captain Williams, of the New York police, received a parcel,  
recently, filled with gun-cotton and dynamite. It was opened,  
but no explosion took place.

President and Mrs. Cleveland celebrated the first anniversary  
of their wedding in the Adirondacks.

William O'Brien was given a rousing reception on his arrival in  
New York from Canada. He spoke in the Academy of Music of  
his treatment in Canada, and of Lord Lansdowne's evictions in  
Ireland.

British and French settlements in West Africa have been at-  
tacked by natives, and the inhabitants massacred.

A ship canal has been begun in Germany which will unite the  
waters of the Northern and Baltic seas.

Mr. Parnell's health has been greatly improved by a sojourn at  
the seaside.

## EDUCATIONAL NOTES.

## DAKOTA.

At the last session of our territorial legislature the old school  
law was thrown aside, and a new code adopted, which, from what  
I have been able to learn of it, may be considered a model, in all  
progressive features. And we are probably indebted to our re-  
tiring territorial superintendent of public instruction, A.  
Sheridan Jones, more than to any other man, or set of men, for  
this excellent code. The main features are: It provides for a board  
of education of three members, of which the territorial super-  
intendent of public instruction is president; one of the other two,  
vice-president, and the other, secretary. This board has general  
charge of the school system, directing its operations, and the  
general management of the institutes, normal schools, and state  
universities of the territory. County supervision is made a  
prominent feature, and directly responsible to the territorial  
board, with powers to examine teachers, grant and revoke cer-  
tificates, visit schools, advise with teachers and township officers,  
hold institutes and other meetings for the benefit of teachers and  
the schools. A liberal system of normal schools is provided for;  
and two or three have been already organized and are in active  
operation, with a fair prospect of as many more in the near  
future; while the state universities already organized rank  
favorably with schools of similar grade, in the east.

Our system of teachers' institutes will be a marked feature in  
our school work in the west. Every county in Dakota, reporting  
ten or more active teachers, is entitled to \$50 territorial school  
fund, for the purpose of defraying the expenses of the county  
institute; which, with the county fee for examination of teach-  
ers, amounts, in some counties to several hundred dollars, and  
secures one or two good institutes annually. The writer has  
attended but two of these institutes, as yet; but he finds them  
fully up to the best eastern institute; and in some cases even in  
advance of them, being composed of wide awake, energetic,  
competent teachers from nearly every state in the Union. There  
is a vigor, a "push" about teaching here, and in fact, about  
every department of industry which is a comparative stranger to  
the "lax east." This, with our magnificent provisions for a  
school fund—two sections in every township, which cannot be  
disposed of, until the state can realize their full value—exceeds  
anything in any other section of the Union. Dakota is destined  
to lead in all great educational enterprises.

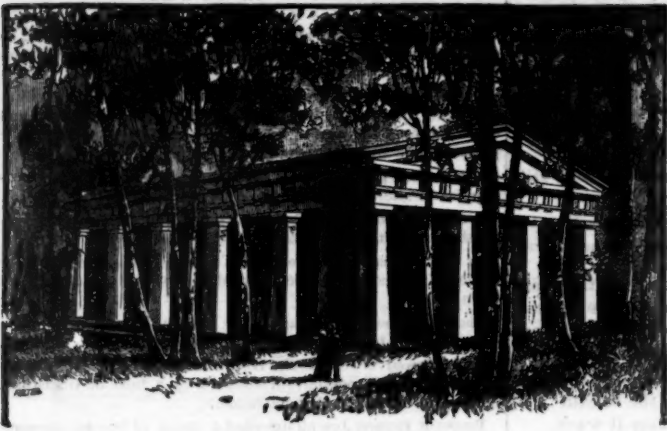
Hobkins. State Correspondent.

JOHN OGDEN.

## FLORIDA.

East Florida seminary is located in Gainesville, Alachua county,  
and is, therefore, centrally situated. The school was established  
as a normal school, and that department is still one of its most  
important features. The military training was added when the  
school was fortunate enough to secure a detailed officer among  
the few allotted for the purpose in the United States. The cadets  
wear a very pretty uniform of gray. The citizens of Gainesville  
very liberally subscribed for the erection of a large brick build-  
ing, which is used for academic purposes only. The number of  
students from other counties and states increased so rapidly, that  
last year the trustees of the seminary found it necessary to erect  
a boarding place for the cadets. The "Barracks" have been occu-  
pied this year, and have attracted many new students. The





THE TEMPLE, CHAUTAUQUA.

cadets are under the direct supervision of the teachers, who also reside in the Barracks. The state legislature has just appropriated \$12,000 for the completion of the Barracks, and for other purposes. Ninety-nine students have been enrolled during the past year. Forty-five of these are taking the normal course. The Arbor Day exercises in February were very interesting. The morning was spent in planting trees around the new grounds, and in the evening appropriate exercises were held in the seminary assembly room. The cadets drill one hour each day. The exercise is in charge of a United States officer, but the cadet officers conduct the daily drill. This school is a very desirable place for youths whose parents come South for the winter. Gainesville is accessible from all parts of the state. There are three railroads passing through the town. The commencement exercises of East Florida seminary were held June 4. Ex-Gov. Bloxham addressed the class. The order of exercises was as follows: Prize debate, June 4, followed by a "Silent Drill" by a volunteer squad, commanded by Capt. Shaylor; baccalaureate sermon, Sunday night, June 5, by Rev. Mr. Elen; competitive drill, 4 P.M., June 6; prize declamations, June 6; graduating exercises, Tuesday night, June 7, awarding diplomas, etc.

## TEXAS.

## IOWA.

The State University of Iowa will hold its commencement exercises from July 17 to 22. The president, J. L. Pickard, has extended a very cordial invitation to the alumni to be present during the exercises, and welcome the new president who will then be inaugurated.

Commencement exercises of the West Des Moines Training School took place, June 3. The principal of this school, Miss Elizabeth K. Matthews, will have charge of a summer school of methods at Des Moines, opening July 18, and continuing three weeks. These departments of instruction have been organized under the supervision of competent instructors. There will be the Froebel department, for primary teachers who desire instruction and practice in the use of kindergarten principles and methods in primary school work, and the intermediate department, for teachers in advanced primary and grammar school work. A model school in each of these departments will be in session for the purpose of observation and practice.

## LOUISIANA.

Amite City Institute was held May 30-June 3. Prof. A. L. Smith was director of the institute, and gave valuable talks on methods in science in the primary grades.

## MASSACHUSETTS.

A teacher in New Bedford has got herself in trouble by washing some of her pupils' faces as a punishment. Some of the children assert that she held their heads under a faucet for minutes at a time.

The teachers of Berkshire county, Mass., had their annual convention at Pittsfield, June 3 and 4. The address of welcome was extended to the teachers by Supt. T. H. Day, of Pittsfield. The president, Supt. A. D. Miner, of North Adams, in a few preliminary remarks, called attention to the fact that a prominent feature in the program was to be the class exercises. The first exercise of this kind was that given in sight-reading, conducted by Miss E. A. Edwards, of Pittsfield. At the conclusion of the reading, the children questioned each other, through the teacher, as to the contents of the lesson read. This was followed by a paper, prepared by Mr. F. A. Hosmer, Great Barrington, on the subject of "Geography." He maintained that the child should first be taught direction, with reference to his own home, school-room, play-ground, etc. He illustrated how the study of South America might be studied, in accordance with the following schedule, which he recommended as the best model to use in learning the geography of a country: 1. Surface and climate. 2. Natural products, as a result of the first point. 3. Industries. 4. Description of people. A class exercise in music, conducted by Mr. E. A. Tower, of North Adams, was a pleasant feature of the program. Supt. W. B. Beckwith, of Adams, then read a paper on "The Teacher's Profession." He said that the state law provided for the examination of teachers, but had left the enforcement of it to local school-committees. He thought there should be some more definite course pursued. Miss Mixer, of North Adams, conducted a class exercise through a vocal drill. She made a strong point of final consonants, and maintained that the child should be taught to use the symbols for pronunciation in the dictionary. The "Question-Box" was in charge of Prin. E. H. Rice, of Pittsfield, who adapted himself to that most difficult position, with characteristic ease and good judgment. The afternoon session opened with a class exercise in physiology, by Prin. Chas. E. Bennett, of Pittsfield. The subject of "Digestion" was investigated by examining the organs of a cat, which was hung up before the class. One of the pupils was commissioned to write the names of the organs on the board. As

they were noticed, their significance was explained, and the process of digestion was given in full by the pupils. This exercise was followed by two papers on the subject of "Arithmetic," in view of the position recently taken by Mr. Francis Walker. With him, Miss Gleason, of North Adams, believed that it would be better to omit many subjects, like compound proportion, equation of payments, &c., and to spend more time on the rudiments. Mr. Winslow, of Adams, on the other hand, maintained that because a subject was difficult, was no reason for its omission. Mr. H. H. Ballard, of Pittsfield, followed this discussion by a most interesting paper on "Curiosity," and "Credulity." At this point in the program, Mr. E. E. Smith, of Pittsfield, presented a class exercise in music. The subject of "Industrial Element" was next considered by Hon. J. W. Dickinson, secretary state board of education. He maintained that it did not belong to the province of the public schools. He gave

two reasons: 1. It distracts the mind from higher culture. The state wants good citizens, not artisans. 2. Our schools are overcrowded with subjects already. Let the technical and industrial schools offer more if they wish. "Let us rather," he said, "seek to implant an accurate knowledge and a love of truth." In the evening, an instructive lecture was given by Rev. W. W. Kenton, of Pittsfield, on the subject: "The Education of Our Children."

June 4, the high school teachers held their convention. A resolution in the form of a motion was passed by this body in regard to the establishment, under the authority of the state, of a joint board of examination, representing the state board. Its object was to ascertain the qualifications of candidates for the teacher's office. The program of the morning was opened by remarks from Mr. F. A. Hosmer of Gt. Barrington, upon "Town, County, State, and National Government." He recommended that this subject, without a text-book, should be taught to children either in the freshman class, or during the year preceding. He would begin with the first branch of the subject, explaining the town-meetings held in their own town, duties of officers, then fire districts, cities, wards, and afterward, county, state, and national government. Mr. Hosmer was followed by a discussion of the subject of "Reading and Elocution in the High School," in which Mr. E. H. Rice and Mr. H. H. Ballard participated. Mr. Rice would "let elocution go" and teach "plain, straightforward, honest reading." Mr. Ballard applied the principle of intelligent reading to the manner in which the pupils should be taught to read their Latin grammars. He said that attention should first be called to the plan of the book, so that the place could readily be found. The use of the index, the significance of the three kinds of type, the headings of the pages, and the contractions should all be explained.

Mr. F. P. Goodrich of North Adams, then defined the "Position of Modern Languages in the High School." He said we should reduce the tendency to a smattering in education. While astronomy, for a term, might not tend to a smattering, French or German would. He recommended for the schools of one county that an introductory course in the modern languages be granted only to those preparing for college, or to those of the academical course who have had three years of Latin and intend to continue further the study of French or German immediately upon leaving school. Unless the scholars in the English course should expect to pursue further technical study they should not be allowed to study the modern languages at all. Prof. E. H. Morris, of Williams College, then made some remarks on "Preparatory Latin," from the college standpoint. He maintained that the traditional college preparation was a failure, as a natural result of the extensiveness of the amount of Latin required. He said that the preparation should rather be a disciplinary one. Latin should be studied: 1, as a means of conversation; 2, as a means of reading; 3, as a means of scientific analysis; 4, as a means of information in regard to the contents, history, literature, etc. Of these, only the last three should be considered. The last was made too much of already; reading Latin was merely an art which might be cultivated to a certain extent, but the scientific analysis was the principle point. The preparatory course should be made a grammatical drill. These remarks completed one of the most instructive programs which the association has yet enjoyed.

## MINNESOTA.

Carlton College, Northfield, Minn., celebrated, April 16, the close of President Strong's successful efforts to add \$200,000 to the endowment fund. The students arranged and carried out an order of jubilee exercises in Willis Hall, followed by a torchlight procession, grand illumination, fireworks, etc. The new astronomical observatory is nearly completed, and will probably be dedicated in June.

## MISSOURI.

Barry county normal school will hold a summer session beginning July 4, and continuing four weeks. Ex-State Superintendent Dr. Shannon, with teachers of state reputation, compose the faculty of instructors.

The seventh annual session of Dade county normal institute will convene in Greenfield, June 28, and continue four weeks. Prof. William Travis will instruct in theory and practice of teaching.

The public schools of Springfield closed May 13. Prof. Fairbanks and his corps of teachers have been heartily supported in their earnest efforts throughout the year by the school board and the people. As a result, the term closes on a very prosperous year's work.

## NEW HAMPSHIRE.

The Concord high school cadets have been presented by the teachers and young ladies of the high school with a beautiful silk flag, 6 by 4 ft. At a recent inspection, the cadets received great praise for their proficiency.

A teachers' institute was held in Concord, May 18-21. Prof.

Worthen, of Hanover, spoke upon arithmetic and algebra. An eloquent address was given by Rev. S. C. Bartlett, D. D., president of Dartmouth College. His subject was: "The Spontaneous Element in Scholarship," and the lecture was made doubly interesting by the large number of illustrations used in connection with the speaker's position. An admirable paper was read on: "The Teaching of History," by John F. Kent, principal of the Concord high school. The whole plan may be briefly stated thus: The student is supplied with all the material for historical study and investigation, and is expected to make the best possible use of that material by critical study on his own part, and general discussion with his mates and teacher in the class. This paper was followed by a recitation in history of Greece, conducted by Miss M. S. Stubbs, with the pupils from the fourth class of the high school. Interesting talks on physiology and hygiene were given by Dr. William T. Smith, of Hanover. Miss E. M. Reed gave an exceedingly practical talk on "Primary Number Work," and Mrs. A. E. Dupree gave an exercise in drawing with class.

Dr. L. Dunton, of Boston, lectured upon: "German Methods of Teaching." Teaching in the lower grades was dwelt upon especially. Supt. Patterson gave a talk on the school laws, which was interesting and valuable. Supt. C. H. Morse, of Portsmouth, displayed a thorough knowledge of his subject in a talk on "Language Training." Prof. E. H. Barlow, of Tilden Seminary, West Lebanon, gave many practical suggestions about giving instruction in reading. Miss H. M. Cobb, discussed "Geography and Language" with much ability. A recitation in chemistry by Prin. E. R. Goodwin, and class from the Manchester high school, was a fine exercise. Rev. Edward Everett Hale lectured upon the Indian question. Hon. J. W. Patterson gave his delightful lecture on "A Trip Among the Glaciers," to a well-filled hall. L. S. Hastings, of the Clermont high school, spoke on "The Metric System and the Recitation," and Prof. J. W. Webster, of Malden, Mass., on "Penmanship." The institute was attended by 114 teachers, all the exercises were interesting, and it may be classed as one of the successful institutes of the year. A reunion took place at Andover, on June 3, of all teachers and students who have been connected with the schools there under what ever name since the re-establishment of the old Andover academy. The graduating exercises for this year occurred the same day. Ex-Gov. Pingree, of Vermont, was present.

Concord. State Correspondent.

ELLEN A. FOLGER.

## NEW YORK.

The institute held at Champlain, Clinton county, May 30-June 3, was conducted by Prof. H. R. Sanford, assisted by Prof. C. T. Barnes. The following is a brief outline of the work done during the session: Prof. Sanford—*Primary Reading*. "First teach familiar words. Teach the alphabet script first, and then Roman letters. Remember that reading is getting thought, and the child's interest is the measure of his progress." *Writing*. "In early work have pupil write between green parallel lines, and trace letters and words on blackboard; then pencil, then pen and ink." *Lecture—What we Breathe*, impressed upon the audience the necessity of good ventilation, and pure air, and advised them as to methods of securing them. *Spelling*. "In old times correct spelling was not a necessity, nowadays it is. The spelling-book is not a necessity; spelling lessons are. Don't give those words in the book that the scholar will never use; select the words." Prof. Barnes—*Attention*. "Voluntary or distracting attention is determined by outside circumstances. Self-directed attention is controlled by the will. The power of voluntary attention is the key to success, and is strengthened by pleasant associations and variety of studies." *Inattention*—is the inability to grasp thought quickly. Have patience with dullness, but not with laziness, absentmindedness, or self-conceit. True wisdom is simple. *Lecture—What to Read*. "People are eager for fleeting wealth, when the wealth of good literature is at every one's bidding. Good reading, interesting and profitable, should be put into children's hands."

*Recitations*. "Find what pupil knows, and what he does not know. Encourage pupil to use his own words, and develop power of expression. Use the easy, conversational method, and review thoroughly." *Questioning*. "Questions should be simple and brief, and should not suggest the answer or be leading questions. Should be fair to pupil and not 'catch questions.' Answers should be accurate, clear, and concise." Able and practical addresses were delivered by Prof. E. H. Cook, principal of the Potsdam normal school, and Hon. A. S. Draper, state superintendent of public instruction. Prof. Fox Holden, of Plattsburgh also gave the teachers an excellent talk.

## OHIO.

The board of school examiners of Franklin county, will hold meetings for the examination of applicants in Columbus, at nine A. M., on the first and third Saturdays in March, April, September, and October, and the third Saturdays in February, May, August, and November.

The Defiance Normal College, which we reported recently as so successful, has had its prosperity greatly impeded by Prof. S. F. Hogue's severing his connection with it. This was very sudden and unexpected to the professor, and was caused by a misunderstanding between him and the trustees. It is a great loss to the school to lose one of Prof. Hogue's energy and ability when it seemed most necessary to retain him in order to secure the increased patronage his genial manner and sympathetic spirit was so fast winning. We have no doubt but we will hear of Prof. Hogue's call to even a more prominent position in a short time.

Reported by E. J. LEWIS.

## PENNSYLVANIA.

The central state normal school, Lock Haven, will hold its commencement exercises June 23.

## TENNESSEE.

The peculiar work that Flak University, at Nashville, was founded to do, demanded that provision should be made for instruction in all the lower grades. At first nearly the whole work was confined to the lower branches of common school education. Higher courses of instruction have been added as students could be prepared for them, but the lower courses have, as yet, been retained. The privileges of the university are offered equally to



both sexes. Besides the college department, there are departments of medicine and law, a normal department, a model school, a department of music, etc. All students who board in the university are required to give an hour a day to such manual work as may be required of them, and all arrangements of the home life in the boarding department are devised with a view of forming correct ideas and habits which shall help prepare students for the practical duties and occupations of life. The progress that has been made by this excellent institution in twenty-one years, shows what is being done in the South for the higher education of colored youth. The imperative demand now is for greatly enlarged contributions, to enable the university to build on the broad and solid foundations that have been laid, so as to realize the hopes and expectations of those who have toiled for the success of the institution. Fisk University needs a liberal endowment to enable it to keep abreast with the best educational work that is done in the city. Already six professorships have been created, of which not a single one is endowed. The total attendance at the university in 1885-6 was three hundred and eighty-four.

Profs. W. N. Billingsley and J. M. Lewis have been secured as principals of Onward Seminary, White county, both of whom are teachers of several years' successful experience.

The state legislature made no appropriation for the summer normal in the state, so that the teachers will have to go without the usual summer refreshing.

## SOUTH CAROLINA.

Prof. J. H. Miller, professor of mathematics in Erskine (male) College, has been elected president of the Female College at Due West, to succeed President J. P. Kennedy, resigned.

Rev. A. Coke Smith, and Prof. F. C. Woodward, both of Wofford College, Spartanburg, will attend the approaching commencement of the female college at Columbia. The former will preach the sermon, the latter deliver the address.

Rev. Atticus G. Hagood, of Emory College, Oxford, Ga., agent of the Slater fund, preached the commencement sermon at Wofford College, Spartanburg, on Sunday, June 12. Congressman J. J. Hemphill addressed the literary societies.

An inter-county normal institute was held at Williamston, Anderson county, two weeks, beginning July 11. Dr. S. H. Klemm, of Hamilton, Ohio, will be in charge. His assistants will be Rev. Samuel Lander, D. D., of the Williamson Female College, and another yet to be chosen. Messrs. W. D. Mayfield and Jno. G. Clinkscale, Greenville and Anderson county school commissioners, deserve much credit for working up this institute. The school commissioners of the adjoining counties, who declined to participate, or who "backed out," after agreeing to take part, should attend, and get "waked up and warmed up."

Greenville. State Correspondent. WILLIAM S. MORRISON.

## TEXAS.

Prof. J. T. Hand, of Corsicana, has been elected superintendent of the Dallas schools, salary \$2,000 per year.

The death of Supt. Dow leaves a vacancy in Houston. His place will be most difficult to fill.

Supt. Walter Coleman, of Belton, a graduate of the first class sent out by our state normal, has been appointed professor of natural sciences at the Sam Houston normal institute. Belton is a good place for some enterprising man.

Miss Louisa Sextant, who has just finished the course at Nashville, has accepted a position as instructor in music and calisthenics in the normal.

Through the strenuous endeavors of Mr. A. H. Wilkins, the able editor of our *School Journal*, the railroads have granted great reductions in fare to all teachers attending the teachers' convention at Dallas the last of June.

Supt. Pennybacker, of Tyler, president of the educational exhibit, has written an open letter asking all teachers to bind their exhibit in plain manilla paper, so there may be no undue advantage given to city schools.

## WISCONSIN.

A very successful institute for graded school teachers was held at the normal school building, Milwaukee, May 13 and 14. Several well known educators from abroad were present, among them Prof. Maxson of the Whitewater Normal, Prof. North of Pewaukee, and Miss Swart of the Oshkosh Normal. In addition to the great number of well-prepared class exercises, a number of valuable papers were read. The latter elicited spirited and interesting discussions. Prof. Maxson gave an address on "Temperance Teaching in Public Schools." He said that teachers should be temperate in teaching temperance. In many schools, owing to the novelty, too much is attempted. Teachers should make no rash and exaggerated statements regarding the effects of narcotics and stimulants. A knowledge of physiology should precede the study of hygienic laws.

A paper was read by Rev. J. W. White of Wauwatosa, subject: "For What May the Public School Reasonably be Held Responsible in the Formation of Character?" Public schools should teach honesty, industry, truthfulness, thoroughness of work, and respect for authority. The teacher should be a living example of all the virtues he wishes his scholars to practice. The speaker emphasized the importance of the teacher's example, but lamented the fact that a large part of our teachers, being young and immature, have a very limited influence in the formation of the character of their scholars.

Markham Academy of Milwaukee, will hereafter be conducted as a college preparatory school by the new proprietors, Isaac Thomas of New Haven, and Cyrus F. Hill of Chicago, educators of long experience, especially in preparing boys for Yale and Harvard universities. Both are graduates of Yale and come very highly recommended. Mr. Hill has been professor of mathematics and classics in the Harvard school, Chicago, and Mr. Thomas comes from the New Haven high school, where he was professor of classics. The citizens of Milwaukee are to be congratulated on this new acquisition.

The faculty and alumni of the Oshkosh normal school, presented Pres. Albee a \$200 engraving on the occasion of his thirty birthday. The gift is a partial expression of the high esteem in which Pres. Albee is held by those who have been asso-

ciated with him as instructors and by the host of students who have had the good fortune to come under his instruction.

A re-union of all living graduates of Albion Academy is to be held at Albion, in Dane county, in June.

The Berlin high school graduates a class of nineteen this year, thirteen ladies and six gentlemen.

The Alumni Association of the Whitewater normal school, will hold their annual banquet at the Plankinton Hotel, Milwaukee, on July 5.

St. Francis. State Correspondent.

E. A. BELDA.

## NEW YORK CITY.

Teachers going to the American Institute of Instruction at Burlington, from New York and vicinity, can get round trip tickets to New London and return for \$2, via Norwich Line steamers from pier 40, North River. Tickets from New London to Chicago and return, via Burlington, can be bought at New London for \$23, making round trip \$25 from New York, with privilege of stop over at Burlington.

"THE MICHIGAN CENTRAL is the only real 'Niagara Falls Route' in the country—the only railroad that gives a satisfactory view of the Falls." Its fast express trains passing the Falls in the daytime, with its palace sleeping-cars, running through without change between New York, Boston, Albany, Syracuse, and Buffalo, and Detroit, Toledo, St. Louis, and Chicago, stop for several minutes at Falls View, directly over the brink of the Horse-shoe Fall, where incomparably the best view of the great Cataract is obtainable. It is the direct route from the East to Mackinac Island, Detroit, St. Louis, Chicago, and the West; and from the West to all the great summering-places and cities of the East. The country traversed by the Michigan Central and its principal connections is thoroughly described and illustrated by "In Summer Days," which will be sent to any address on receipt of two stamps for postage, by O. W. Ruggles, General Passenger Agent, Chicago.

The Woman's Institute of Technical Design New York held its closing exercises, June 8.

A good story was told us a few days ago by one of the assistant superintendents of this city, concerning Mr. Belden, for many years principal of public school No. 2. One day he was seen coming from a class-room with a rattle in his hand, trying in vain to suppress a laugh. Some one asked, "What is the matter?" He answered, "I went into that room to whip a boy, and he said in such a comical way, 'Why don't you take one of your size?' that I couldn't help laughing. I can't whip him now." And he had a hearty laugh over it.

The Metropolitan Opera House was crowded on the evening of May 25, with the friends of the Class of '87, Columbia Law School, the occasion being the commencement exercises.

Orders have been issued to pay all the teachers on the last school-day of the term, July 1, their salaries in full for June and July. The salaries of the janitors will be paid in August.

The annual report of Mr. Jacob T. Boyle, principal of the evening high school for the term of 1886 and 1887, which closed on the evening of April 17, shows that on the opening night the attendance was 1,887, and the average attendance for the term was 1,004. The youngest student was fourteen, and the oldest fifty-five years of age.

The by-law committee have been requested to take necessary action looking to the opening of an evening high school in grammar school building No. 75, in the tenth ward.

## BROOKLYN.

Dr. L. Barkan of this city, is forming parties of male and female students for excursions to the mountains and to Europe. One excursion will start from a permanent headquarters on Saranac Lake, making daily trips in the Adirondacks. A second excursion will embrace the White and Green Mountains, the Adirondacks, Alleghenies, and the mountains of Virginia and Carolinas. Special attention will be paid to physical exercise and development of the body, conversation in foreign languages (especially German and French), the explanation of natural objects, geology, mineralogy, botany, zoology, etc.

## LETTERS.

TEACHING WRITING TO BEGINNERS.—In the JOURNAL of April 9, E. J. W. asks for the best method of teaching writing to beginners. So far as my experience goes, the method I use has been the best, for the very limited time allowed to a class in a country public school of seven grades, where the law requires the teacher to give each grade four recitations daily.

Before the writing classes are called, their slates and the blackboards are ruled with groups of four lines, making three spaces. At the first lesson I give a pleasant short talk about the lines, spaces, etc., and then allow the class to choose the letter first learned. That day we take but one letter, going over it many times, and I move about among the little writers constantly, watching, helping,

praising. When the exercise is over I mark the slates with my finger, "best," "2," "3," etc. This marking serves a double purpose: it encourages the children to try for the wonderful word, "best," and so mars their work that there is no possibility of presenting it a second time, were they so inclined. One of the class is frequently allowed to mark the slates.

While I am engaged with other classes, the little ones erase and re-rule their slates and copy the letter from the board a certain number of times.

After the first day the members of the class take turns choosing the new letter, but all letters previously learned are put on the board, supplied by the pupils, before the new letter is allowed a place.

When the letters are exhausted we begin again, and this time go through them alphabetically, each pupil bringing to class not only a neatly ruled slate, but ten words beginning with the letter for the day. Of course but few of these can be placed on the board, but as each takes his turn "putting up a word," all are satisfied. Neither are these the first words used, for we begin word-building as soon as we learn the letters of any familiar word.

After the pupils begin bringing words to class, I put up one group instead of all the letters, sometimes the letters of three spaces, sometimes those of one space with a loop, etc., before the new words are written.

In teaching capitals to my second grade, I use the same plan, only requiring them to bring twenty or thirty words to the class, and requiring each to be able to spell the word or words he wishes to place on the board.

By the time the alphabet has been gone over a few times you will be surprised to find how interested and ambitious the children are, how the little eyes have brightened, and how many new words, outside of their readers, they have mastered—names of counties, states, and cities, and of nearly all their playmates, besides birds, fruits, flowers, and the many familiar objects at home or in the school-room.

And though they certainly did not know their letters when you began the writing lessons, they will be very apt to know them before they are over, and no one can accuse you of teaching the alphabet, either.

E. L. S.

NO TIME FOR MORALS.—The subject of "teaching morality in the public schools" is one in which I, too, am deeply interested. In our city public schools, (I speak of these because I have had very little experience in any others), the teacher who can keep her pupils quiet, who can secure prompt external observance of every technicality of what is called "discipline," and who can manage to cram enough knowledge (not wisdom), into the heads of the pupils, to make them able to answer the questions of the superintendents and principal at examination time—such a teacher does her full duty in the eyes of her superiors, and will most likely be marked "excellent."

We are all only too prone to look out for "number one." As you will readily see from the facts I have just stated, the interests of "number one" require that every available minute of time be devoted to enforcing "discipline," and to cramming. Where is the time to come from in which to teach morals?

The lack of time is not the only difficulty. The statement of the following case will illustrate another difficulty: A teacher had a class promoted to her, who were very deficient in reading and spelling. The greater part of the class, as often happens in certain wards, being the children of parents who did not speak our language, they seemed to have no idea of the structure of words, and h-o-u-s-e to them might just as well mean land, as house. This, in a grade where the pupils were expected to read easy lessons at sight, was pretty bad. However, the teacher went to work determined to do her best and produce as much improvement in her pupils as possible, even if she could not "finish her grade." There was one boy, the largest in the class, who was not only very poor in reading, but in every other study as well. The interests of "number one" demanded that the teacher ask to have the boy "put back" as examination was approaching, and he had not made much progress in his lessons. But (and here comes the point), this boy had been a bad boy, had borne a bad boy's reputation through the school, but this teacher had a very good influence over the boy—so much so, that, instead of playing truant now, as formerly, he was most anxious to come to school, even coming without his breakfast on more than one occasion, rather than run the risk of being too late for school. His conduct while in school also was greatly improved. The teacher, seeing her influence for good over the boy, determined to keep him, hoping against hope that he might pass his examination creditably. Ye shades of departed poetic justice! listen to the sequel. On examination day, the class, which had improved wonderfully in reading, did very well until it came to S—'s turn. He got up and bravely dashed off his verse by rote—reading what he thought should be in the book, for he hardly knew one word from another. That settled the mark in reading. The superintendent jumped to the conclusion that that teacher taught reading by rote. In form, our bad boy distinguished himself by answering "four" to the question: "How many right angles has a circle?" The boy evidently thought that the gentleman meant a square instead of a circle. He was not the only one who missed in form, several of the brightest being tripped up in the same way. He was the only one who missed in reading.

The teacher had been marked "excellent" every year in succession for several years; but in reward for her attempt to make something out of this boy, she was this time marked "fair." And in a system of marking where even "good" means very poor, you can imagine how low a mark "fair" was. Still the teacher never regretted what she had done, for there was a lasting improvement in the boy, evidently. He became ambitious, diligent, and self-respecting, and is now in a higher class and has even received a prize from the principal for good conduct.

A TEACHER.

I want to thank you for the help I have received from TREASURE-TROVE during the last six months. I would hardly know how to get along without it in school. My pupils always watch eagerly for the arrival of a new paper, and it helps to make our opening exercises interesting, besides furnishing much valuable matter for class use, and giving pleasant occupation to some of the restless little fellows, who are sure to be in mischief unless they are kept busy at something they like to do.

I thought when I commenced taking your INSTITUTE, three years ago, that it was about as good as it could be made, but it has improved very much the last year; every number seems more valuable than the one before it.

S. F. K.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE RULING PRINCIPLE OF METHOD APPLIED TO EDUCATION.** By Antonio Rosmini Serbelli. Translated by Mrs. William Grey. Boston: D. C. Heath & Co. 383 pp. \$1.50.

This work, translated by Mrs. Grey, was not published until after Rosmini's death, and is in reality only a part of a much larger work which he had planned. He wisely gave it the title it bears, for it is the principle on which Nature herself works: and its applications, as given by Rosmini, worked out by Froebel in his kindergarten system, constitute the true art of education founded on the science of human nature. Toward the end of 1889, Rosmini undertook this work on pedagogy, and his aim was, not to compose a mere manual for elementary schoolmasters, but rather a complete work on the subject, and to give a new instance of the fecundity of his philosophical system and its application to the art of bettering human life.

He had in view the adult and the old, as well as the child; hence, he divided his subjects into periods of life, computed not by the number of years, but by the degrees of cognition which the human mind attains in its intellectual development. It was the intention of Rosmini to complete the work in five books, but, unfortunately, of those we have but two. Book I., on The Ruling Principle of Method, is divided into sections, subdivided into chapters, again divided into articles. A sketch of Rosmini's life is also given, and an introduction of considerable length. For the educational world, and especially for all those who desire to place education on a scientific basis, this book will be found to be admirable in its exposition of the method of presenting knowledge to the human mind. This translation of the great Italian thinker will prove a boon to all English-speaking lovers of true education, and marks the author as being in truth, as he has been called, the Pestalozzi of the Italian states.

**A CENTURY OF ELECTRICITY.** By T. C. Mendenhall. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 325 pp. \$1.25.

Within a few years the new electricity has found its way into the household, and hundreds of thousands of intelligent people have become personally acquainted with its use. Based upon the fact that many desire to know something of the fundamental principles which underlie its numerous applications, the author of this book has endeavored to sketch the growth of the science of electricity, and its principal applications. It is not a history of the science, nor is it a scientific treatise, but as far as it goes, it is not far wrong in either its history or its science. In its preparation, the use of technical language has been avoided as far as possible, while it has been assumed that the interest of the reader in the discovery of a principle or fact, will not be lessened by a little knowledge of the personality of the discoverer. It must not be concluded by the reader that this volume is of necessity unscientific, or inaccurate because it is couched in language free from technical terms, and mathematical formulae, but rather, as all the steps forward upon any scientific subject, or any other subject is toward simplicity of expression, this author has taken a step in the right direction.

**BRIDGE DISASTERS IN AMERICA.** The cause and the remedy. By George L. Vose. Boston: Lee & Shepard, publishers, 10 Milk street. 89 pp. 50 cents.

One of the most important subjects before the people of the world is the public safety, and the author of this little volume discusses the construction, strength, and life of bridges in America. The book was prompted by recent catastrophes, and the only remedy suggested seems to be constant vigilance shown in frequent and thorough inspections. Professor Vose has given much time and thought to this important subject, and in preparing the material for this book, had before him a great desire to awaken in the public mind, attention to a matter bearing so directly upon the life of the people. Not less than forty bridge-fall in the United States every year, and any one who will define the cause, and propose a remedy, will be a public benefactor. This Prof. Vose has endeavored to do, as will be seen by an examination of this volume.

**HINTS ON WRITING AND SPEECH MAKING.** By Thomas Wentworth Higginson. Boston: Lee & Shepard, publishers. New York: Charles T. Dillingham. 70 pp. 50 cents.

The first of these two chapters appeared long ago in one of our most popular magazines. The second one is of more recent date, and both are now given to the public in this attractive little volume. Mr. Higginson both writes and speaks well, and is good authority on the subject. The "Hints" appear as "A Letter to a Young Contributor," in which is found the truth that, rules for style in writing, as for manners, must be chiefly negative; a positively good style indicating certain natural powers in the individual, while an unexceptionable style is only a matter of culture and good models. In regard to speech-making, the author says the first requisite is to have something to say, which does not mean something that may, but something that must be said, that presses upon the mind uncomfortably until uttered. He also wisely says that there are so many reasons for not making a speech, that unless a speaker has a real desire to make it, the thing will never be done. There is much that is useful in this little volume.

**A PRIMER OF BOTANY.** By Mrs. A. A. Knight. Boston: Ginn & Co. 115 pp. 35 cents.

In using this primer of botany, the author states that one lesson may furnish material for three or four successive recitations—this must be left to the discretion of the teacher. As, in the case of many ungraded schools but a very short time could be granted to this work, the primer can be taken up daily for a few moments before the morning recess, thus forming a sort of recreation for the pupils, as a glimpse through a microscope, at some part of the growing plant would be a rare treat to the thinking pupil. It will appear to many teachers upon examination, that this primer goes into depths too great for the average pupil, but the author, on this point, contends that the truths will generally bear telling, and protoplasm, tissues, and cells, can be made plain and should be. The aim of the work is suggestive, and in most cases the practical studies can be based on original outlining. At the close of the book is an Appendix, by Prof. G. N. Gross, upon the cost and care of microscopes.

**HISTORY OF THE UNITED STATES IN RHYME.** By Robert C. Adams. Boston: D. Lothrop & Co. 73 pp.

Whether or not the history of the United States can be more easily understood in poetry than prose is an open question, but the author of this book, as it appears in a neat, red-edged volume, evidently prefers the poetry. In a short, poetical preface, he acknowledges that he does not propose to class it above the great historical productions of the present day, but gives it in a condensed form, clothed in rhyme, and hopes it will prove a blessing to the student. The history begins with the Northmen, and in a very condensed way goes over the time down to President Arthur. A summary of colonies and states is also given, and to close the volume, three stanzas are devoted to the Presidents. The appearance of the book is attractive, being handsomely bound in bronze, with red edges and gilt lettering.

**AUNT HESPY'S FOUNDLING.** A Novel. By Mrs. Leith Adams. Philadelphia: J. B. Lippincott Company. 315 pp. 50 cents.

This story, by Mrs. Adams, is a prettily written and touching narrative of a deserted baby, left on Aunt Hespys's door-step. Aunt Hespys, herself, is a strong character, and shows all through the book the true woman-nature and tender care so often given to such waifs of humanity as little "Jeva" was. The contents are divided into books—Nobodies Baby, A Summer's Idyl, In Cloud and Storm, Light at Eventide. The characters are well sustained, and, taken as a whole, the book is worth reading as well for its merit, as the lessons it teaches, which are good, and often repeated in every-day life.

**GUENN.** A Wave on the Breton Coast. By Blanche Willis Howard. Boston: Ticknor & Co., 211 Tremont Street. 489 pp. 50 cents.

It need scarcely be said that a book from the pen of this young author will be welcomed. "One Summer" won for her such golden laurels, that her readers are glad to see another volume bearing her name, and one which is in some respects far beyond "One Summer," in literary merit. "Guenn" is a tale of love and art, the scene is laid in Brittany, and its picturesque shores and people are vividly and graphically described. Miss Howard's admirers and friends will find in this volume much of her choicest and most fascinating work. The characters have a genuine freshness about them, and in their treatment by the author, scenes and combinations are found as novel and original as they are agreeable and entertaining. This volume, in common with others from the same publishers, is handsomely and substantially bound in decorated, heavy paper covers.

**BEFORE AN AUDIENCE; or, the Use of Will in Public Speaking.** By Nathan Shepard. Second Edition. Funk & Wagnalls. New York: 18-20 Astor Place. London: 44 Fleet Street. 152 pp.

In a series of talks to the students of St. Andrews and the University of Aberdeen, the author of this book has endeavored to awaken the will and the instincts that the speaker finds within, and not to lay on rules from without. His subject is not elocution, or emphasis, or dramatic reading, or gesticulation, but public speaking. What he says in these talks is from a long, hard-earned, and painful experience. Some of the important topics upon which he has written are: "A Good Speaking Voice to be Acquired by an Exercise of the Will;" "The Self-Reliance for Public Speaking;" "The Art of Being Natural;" "How to Think of Something to Say." For all public speakers, and those preparing to be such, a book of this kind that treats the subject in the most sensible and natural manner, is just what is the most needed. According to the belief of Mr. Shepard, dramatic recitation is a side show, while public speaking is the serious business of life, and it has been his aim in preparing this volume, to prove that the art of public speaking can not be taught by anyone, and certainly not by one who knows nothing about it from actual experience. The speaker must educate himself, and while this book does not teach how to entertain by a display of elocutionary recitations, which is child's play, it gives suggestions that may enable one to reach, move, and influence men by means of sermon, lecture, speech, or plea, which is man's work. A chapter of actual experience is worth a volume of advice.

**THE CRUISE OF A WOMAN HATER.** By G. DeMontauban. Boston: Ticknor & Co. 50 cents.

This is one of the paper series for summer reading issued by the Ticknors. The cover betokens a possible return on the part of our publishers to a more artistic fashion in paper covers; and the story within indicates—well, let every reader judge for himself. It is all about a wealthy young man who, having got twice badly taken in by the fair sex, becomes a confirmed woman hater, and it is only by stress of circumstances thrown upon the companionship of a charming young widow, who—but read the story.

**CONNECTICUT. A Study of a Commonwealth Democracy.** By Alexander Johnston. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 409 pp. \$1.25.

This volume is not meant to deal mainly with the antiquarian history of Connecticut, or with those biographical details which so often throw the most instructive sidelights on local history.—It is one of the "Commonwealth Series," and aims to take the history of Connecticut from another side. Its purpose is to present certain features in the development of the state which have influenced the growth of the state system in this country and in the United States. Connecticut's town system was more independent of outside control than that of Massachusetts; the principle of local government had a more complete recognition. The first deliberate effort on this continent to establish the democratic principles in control of government, was the settlement of Connecticut. Democratic institutions enabled the people to maintain a form of government so free from crown control, that it became the exemplar of rights, at which all other colonies aimed. These, with other reasons equally forcible, the writer thinks, gives Connecticut a high place among characteristic commonwealths, and should make all features which usually abound in a state history, subordinate to the study of her democracy and its influences. The history is divided into twenty chapters, some of which, especially, are intensely interesting. In the Appendix will be found the constitution of 1689, Bibliography, The Governors of Connecticut, followed by a complete index. A finely finished map is also found at the opening of the book.

## REPORTS.

**THIRTY-SECOND ANNUAL REPORT OF THE BOARD OF EDUCATION OF CHICAGO, 1886.** Hon. Geo. Howland, Superintendent.

The abolition of corporal punishment has had a most marked effect on the schools of Chicago. So great has been the success of the moral suasion idea that even the most bitter opponents have been converted. The pupil is now made to feel that the teacher is his associate, instead of his enemy, assisting him in his lessons by kind advice, and the consequence is friendly feelings, better conduct, and more thorough work. The good results are shown in the statistics, as the number of suspensions has decreased from one hundred and fifty-eight in 1879-80, to sixty-eight during last year. Suspension is only adopted as a last resort, the idea being that the child should not be suspended for bad conduct, unless he is so depraved as to be a fit subject for the prison reform school. The president of the board of education suggests the advisability of establishing reformatories in connection with the public schools. Such a system, he thinks, presents so many advantages over the prison reform school, that it appears perfectly practicable. He is opposed to manual training as a part of the public school system, holding that it is contrary to the spirit of the law, that the pupils have all they can do to master the studies taught at present, and that they could not, therefore, give sufficient time to extra branches. The school census showed that there were 129,227 children between six and sixteen years of age.

The superintendent's report shows that the school accommodations were largely increased during the year. The total number of school buildings was 93, and there were 1,440 teachers. The average daily attendance was 61,638.3. Many valuable points are given concerning the teaching of the common branches. Much has been done toward securing good school libraries, with very beneficial results. In regard to the use of the eyes, the superintendent says: "The oculist is too definite, and too certain in his knowledge. Why should the book or paper always be 'fifteen inches from the eye'? Five feet seven may be the average height of a man, and eight the right number of his foot; but is he to be considered deformed, or a monstrosity, who is five feet six, or who wears a number seven, or nine? Our pupils are of various sizes, from three to six feet, with large heads and small heads, with Greek, Roman, and snub noses; with big eyes and little eyes, bright eyes and dull eyes, but 'the object must be fifteen inches away.' In everything else Nature indulges in a little pleasing variety. Of over eighty thousand children in our schools, I have never seen one voluntarily take that distance, and have eminent professional opinion that such an enforced rule would work more harm than ever our neglect has done."

**ANNUAL REPORTS OF THE PUBLIC SCHOOLS OF RALEIGH, 1886-7.** Hon. E. P. Moses, Superintendent.

It is very gratifying to learn from these reports that public education has made very commendable progress in Raleigh. One great drawback, however, has been irregularity of attendance, which has interfered materially with the work of the schools. The discipline of the schools has steadily improved. The increase in the teaching force and in the accommodations have enabled those in charge of the schools to do much more satisfactory work than formerly. One great difficulty that has been met is the insufficiency of funds. The cost per pupil is only \$4.61, a lower rate probably than in any other city where there is a well-organized system of public schools. The superintendent combats the idea of some, that it is possible to give too much education, by saying that there is no more danger of too much education than too much personal honor, or too much religion. The statistical tables show that the average number belonging to the schools was 1,470; average salary of teachers, \$35.83 per month; value of school-houses and lots, \$35,500.

## BOOKS RECEIVED.

The Phillips Exeter Lectures, 1885-1886. By Presidents McCosh, Walker, Bartlett, Robinson, Porter, Carter, and Rev. Drs. Hale and Brooks. Boston: Houghton, Mifflin & Co. \$1.50.

Abstract of the Elements of U. S. History. Arranged in Tabular Form. By H. C. Symonds. New York: The Baker & Taylor Co. 60c.

History of England for Beginners. By Arabella B. Buckley (Mrs. Fisher). With additions by Robert H. Ladbourn. New York: Macmillan & Co. \$1.

School Songs—for Primary Schools. Nos. 1, 2, 3, combined. Chicago and Boston: Interstate Publishing Co. 25c.

Primary Fridays. Original and Selected Recitations for the Little Ones. No. 3. Chicago and Boston: Interstate Publishing Co. 25c.

The Story Without an End. Translated from the German of F. W. Carove, by J. C. Pickard. The Palace of Vanity. Translated from the French of Mme. De Girardin, by Lucy Wheelock. Chicago and Boston: Interstate Publishing Co.

How to Know New York City. By M. F. Sweetzer and Simon Ford. Boston: Rand Avery Company. 25c.

Trips to the Moon. By Lucian. From the Greek, by Thomas Franklin, D. D. New York: Cassell & Co. 10c.

Natural History of Scribner. By Rev. G. White, A. M. Vol. II. New York: Cassell & Co. 10c.

## CATALOGUES AND PAMPHLETS RECEIVED.

Announcements and Course of Study for the Benton County Normal Institute, at Vinton and Belle Plaine, Iowa, 1887. Charles B. Marine, County Superintendent and Conductor.

Catalogue of South Lancaster Academy, South Lancaster, Mass., 1886-7. Chas. C. Ramsey, A. M., Principal.

Graded Course of Study for the Shelby County (Iowa) Normal Institute, 1887. C. F. Swift and A. B. Warner, Conductors.

Ginn & Co.'s Catalogue and Announcements, 1887.

Catalogue of Gustavus Adolphus College at St. Paul, Minn., 1886-87. Rev. J. Ternstedt, president.

Prompt Book of the New York School of Acting, 1884-7.

Rhymes of the Rockies, or what the Poets have found to say of the Beautiful Scenery on the Denver & Rio Grande Railroad.

## MAGAZINES.

There are many interesting articles for the little folks in *Wide Awake* for June. Miss Mary Hartwell Catherwood's "Secrets of Roseladies," is begun. Lizzie W. Chapman begins an Indian story, "Lost Medd cine of the Utes." Barrett Pomeroy's Spotted comes with a poem as bright as its title, "A Splendid Fire." Clinton Scollard, a dainty touch, "The Little Maid of Chamcort."



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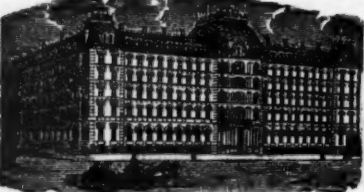
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